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Part Three of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, identifies 215 sites in 48 states which exhibit potentially significant attempts to improve rural education through some method of sharing services. A brief resume of each of the projects is indexed by state and subject area utilizing ERIC descriptors. Related documents are RC 003 403, RC 003 405, and RC 003 406. (DK)

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Location of Shared Services

Part Three
Final Report for Phase I

RURAL SHARED SERVICES

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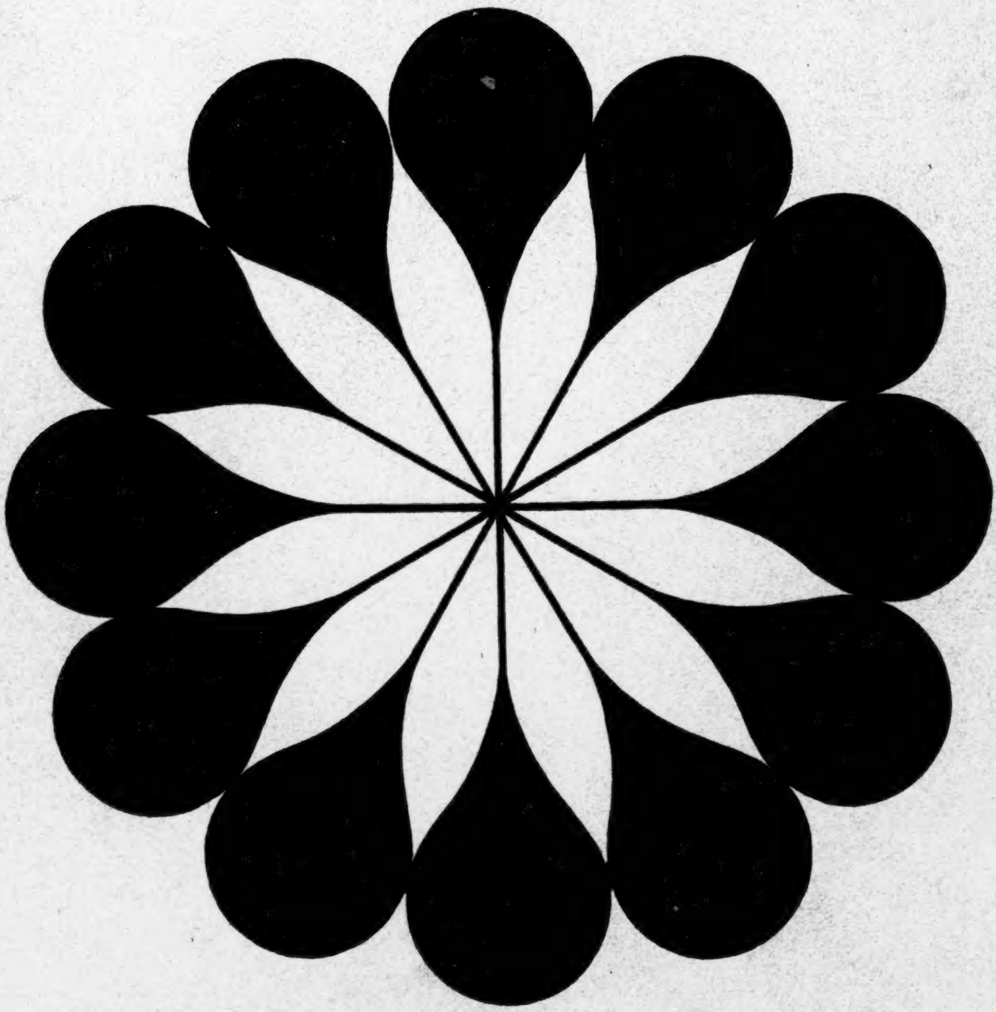
An interpretative study
conducted by

Northwest Regional Educational Laboratory
with
Northern Montana College



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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Location of Shared Services

Part Three
Final Report for Phase I

RURAL SHARED SERVICES

Identification, Synthesis, Evaluation and Packaging of "Shared Service" Research and Developmental Efforts in Rural Areas

An interpretative study conducted under
U. S. Office of Education contract
OEC-0-8080583-4532 (010) by

Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

with

Northern Montana College
Education Division
Havre, Montana 59501

Dr. Ray Jongeward, Project Director
Dr. Frank Heesacker, Field Coordinator

April 1969

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

FOREWORD

Possibly the most useful information for any rural school in planning a shared service activity is knowledge of similar improvement attempts. During Phase I of the Rural Shared Services project, several hundred ongoing or planned activities were identified.

Information on these shared service activities was collected with the assistance of rural sociology departments of colleges and universities, State Departments of Education and regional accrediting associations. Staff members of the Rural Shared Service project subsequently visited sites in Oregon, Washington, Idaho, Montana, Colorado, Utah, Nevada, New Mexico, West Virginia, Tennessee, Georgia, North Dakota, Minnesota, Wisconsin, Texas and New York to obtain first-hand information.

As a result, 215 sites in 48 states were identified as potentially significant attempts to improve rural education through some method of sharing services. Information on each of these is included in this part of the final report for Phase I of the Rural Shared Service project. Other parts of the final report are:

"Project Report"--A definition of rural shared services and the organizational patterns under which shared service activity exists, a description of the activities which focus on the needs of pupils and teachers; an outline of activities which facilitate the educational project: and an assessment of the effects of sharing services

"Annotated Bibliography"--Information on 68 publications identified as having particular value to those concerned with the improvement of rural education

"Dissemination Strategies and Devices"--An examination of potential methods of dissemination for Phase II of the project

RJ FLH

LOCATION OF PROJECTS BY STATES

STATE	CITY
Alabama	
3	Troy
4	Auburn
5	Huntsville
6	Birmingham
74	Vernon
170	Birmingham
Alaska	
81	Juneau
196	Naknek
197	Klawock
Arkansas	
100	Harrison
Arizona	
64	Bisbee
188	Tuscon
California	
84	Weaverville
85	Hanford
86	Stockton
87	Eureka
113	Alturas
143	Redding
169	Compton
Colorado	
44	Brighton
45	Otero
46	Boulder
47	Delta
48	Fleming
49	Akron
50	Meeker
51	Alamosa
52	Englewood
53	Lamar
54	Greeley
Florida	
88	Vero Beach
119	Lake City
139	Valparaiso
149	Naples
167	Marianna

Georgia	
7	Montezuma
8	Eastman
9	Royston
10	Lincolnton
11	Statesboro
67	Atlanta
68	Atlanta
72	Watkinsville
101	Waycross
140	Conyers
157	Winder
213	Griffin
Idaho	
120	Pocatello
128	Caldwell
201	Idaho Falls
Illinois	
17	Elizabeth
18	Geneva
19	Lincoln
20	Charleston
112	Macomb
144	Marion
168	Charleston
Indiana	
109	Bedford
145	Goshen
Kansas	
21	Emporia
62	Olathe
63	Madison
82	Council Grove
129	Parsons
Kentucky	
71	Berea
Louisiana	
162	Greenburg
Maine	
56	Norway
69	Augusta
89	Brunswick
90	Wells
102	Camden
103	Wiscasset
121	Skowhegan
163	Brunswick

Maryland	
16	Havre de Grace
64	Salisbury
Massachusetts	
75	Westport
146	Chester
166	Greenfield
198	Cambridge
Michigan	
91	Detroit
99	Manistee
158	Marquette
Minnesota	
92	Cyrus
111	Marshall
130	St. Cloud
Mississippi	
147	McComb
Missouri	
131	Perryville
148	Maryville
159	St. Elizabeth
179	Kennett
180	Dexter
181	Eminence
182	Lebanon
183	Purdy
184	Tarkio
185	West Plains
186	Webb City
Montana	
57	Kalispell
80	Inverness
83	Stanford
97	Hot Springs
150	Missoula
165	Missoula
189	Harlem
199	Whitefish
Nebraska	
132	Fremont
141	Seward
171	Sumner

Nevada	
104	Elko
105	Mesquite
205	Las Vegas
New Hampshire	
172	Plaistow
202	Hanover
207	Keene
208	Lancaster
New Jersey	
173	Salem
New Mexico	
79	Bayard
93	Santa Fe
106	Las Vegas
155	Las Cruces
New York	
1	Oneonta
66	Hobart
98	Buffalo
110	Oneonta
133	Malone
200	Milford
North Carolina	
115	Dobson
160	Lumberton
161	Concord
North Dakota	
58	Grand Forks
107	Bottineau
134	Grand Forks
135	Ellendale
142	Devils Lake
214	Grand Forks
Ohio	
55	Portsmouth
94	Georgetown
123	Chardon
136	Marietta
Oklahoma	
122	Sallisaw
151	Hoffman
187	Stillwater

Oregon	
95	The Dalles
195	Hood River
203	Eugene
204	Pendleton
Pennsylvania	
2	Lewisburg
116	Meadville
152	Lock Haven
153	Smethport
175	Mansfield
South Carolina	
12	North Charleston
14	Florence
15	Spartanburg
65	Orangeburg
117	Union
124	Aiken
176	Spartanburg
Tennessee	
59	Antioch
118	Clarksville
137	Livingston
215	Nashville
Texas	
41	Austin
42	Richardson
43	San Antonio
96	San Marcos
125	Athens
138	Nacogdoches
Utah	
60	Salt Lake City
108	Heber City
Vermont	
70	Pittsford
78	St. Johnsbury
177	St. Johnsbury
Virginia	
13	Jonesville
114	Pulaski
126	Nottoway
154	Hillsville

Washington

61	Colville
76	Ellensburg
77	Pullman
174	Monroe
178	Walla Walla
191	Seattle
192	Everett
193	Walla Walla
194	Walla Walla
206	Kelso
209	Tacoma
210	Port Angeles
211	Federal Way
212	Spokane

West Virginia

73	Morgantown
127	Princeton
156	Charleston

Wisconsin

22	Ashland
23	Minocqua
24	Gillett
25	Cumberland
26	Elmwood
27	Chippewa Falls
28	Stevens Point
29	Appleton
30	Green Bay
31	Plymouth
32	LaCrosse
33	Portage
34	Waupun
35	Fennimore
36	Madison
37	Waukesha
38	Janesville
39	Burlington
40	Milwaukee

Wyoming

190	Thermopolis

INDEX OF PROJECTS BY SUBJECT AREA

This index lists projects of shared services under the appropriate descriptors utilized by ERIC (Educational Resources Information Centers). The number(s) accompanying each descriptor correspond with the project resumes on the ensuing pages. The resumes are numbered sequentially for ease in locating.

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PROJECT RESUMES

The listing of shared services project resumes provided here is not intended to be comprehensive of all shared services projects in existence. Rather, the list reflects those projects identified by the Northwest Regional Educational Laboratory's investigation of shared services. Other instances of cooperative efforts are known to exist, but information relative to those projects was not available at the time this listing was compiled.

A recent USOE directive of shared services activities being conducted under Title III (ESEA) suggests that each State Department of Public Instruction shall compile information about such projects within their State, and make such information available to other local education agencies. For a current review of Title III projects in a given State, the reader is urged to contact the State Department of Education in his State.

Director
CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN
135 Old Main
State University College of Education
Oneonta, New York

PURPOSES:

CAPSSD, established in 1957, had as its purpose a search for theory and techniques that improved the variety and quality of education in rural schools.

"Teachers in small schools are like local medical practitioners; like them, they know when they should call in specialists. Modern schools need dental hygienists, medical staffs, psychologists, guidance counselors, art teachers, music teachers, curriculum directors, people trained in the use of audiovisual equipment and materials, teachers trained to help retarded children, teachers trained to help other teachers improve pupils reading abilities...Large schools have such people and services constantly at hand. Such services are just as necessary in small schools..."

PROJECT ACTIVITIES:

As indicated above, the Catskill Area Project was initially established to explore means that would improve the quality of education in rural schools. Among the activities explored by this project were the sharing of teachers in the areas of (1) music, (2) driver training, (3) guidance, (4) agriculture,(5) art, (6) industrial arts, (7) physical education, and (8) foreign languages. Services provided included dental hygienists, psychological services, elementary supervision, services to handicapped pupils, audiometer technicians, preparation and distribution of visual aids, and speech correctionists.

An important component of the Catskill Area Project has been information gathering through interviews and surveys--results of which have been published and disseminated throughout their service region and the nation. Some of the titles include:

Sharing Educational Services
Small School Design in Practice
A Decade of Able and Gifted Seminars
School Aides at Work
Helping Children Learn How to Study
Multiple Classes: Learning in Small Groups

As the modern forerunner of major shared services projects, and still very active in pursuit of "excellence" in small schools, the Catskill Area Project warrants recognition as number one in this compilation of Location of Shared Services.

Director
UPPER SUSQUEHANNA VALLEY PROGRAM
Bucknell University
Lewisburg, Pennsylvania

PURPOSES:

1. An increased fund of knowledge about the teaching-learning process as well as better utilization of knowledge already acquired.
2. A closer relationship between university and public schools.
3. Improved relations between the public schools and their communities.
4. A closer relationship between teacher education programs and other divisions of the university.

PROJECT ACTIVITIES:

In brief, an approach was taken which involved creating an organization aimed at encouraging research and experimentation among a group of public schools in the Upper Susquehanna Valley. This encouragement took the form of making available to the schools the resources of Bucknell University, including the direct assistance of faculty members from several departments, financial assistance, and the promotion of cooperation among the schools, themselves. It was expected that such a program, by affording the schools resources not ordinarily available to them, would stimulate interest and skill in experimentation and research among their faculties and administrators and would assist them in exerting an intelligent, informed and flexible leadership in their school systems.

The following research projects were undertaken during 1959-62:

1. Improvement of Science Instruction - grades 4-6
2. Secondary Science Improvement
3. Participation of college students in the program of a secondary school
4. Automated Instruction in Spelling
5. Nongraded Primary Program
6. Enrichment Program for Superior High School Students

Project Director
SOUTHEAST ALABAMA EDUCATIONAL MEDIA PROJECT
P. O. Box 399
Troy State College
Troy, Alabama 36081

3

PURPOSES:

To encourage the adoption of new educational ideas and practices through training programs and free, expert consultant services.

PROJECT ACTIVITIES:

The Southeast Alabama Educational Media Project consists of a special purpose demonstration center located upstairs in McCartha Hall (library building) at Troy State University, and a related program of services designed to help upgrade teaching proficiency in the area of educational media.

Major functions of the Project are to stimulate and assist in the development of centralized library/media services for all schools; to promote the concept of an instructional materials center where all media including books, graphics, production facilities, transparencies, films, filmstrips, recordings, etc., are easily accessible to teacher and student; and to help make teachers knowledgeable in getting and using innovative instructional tools.

Coordinator
EDUCATIONAL MEDIA CENTER
102 Thach Hall
Auburn University
Auburn, Alabama 36830

4

PURPOSES:

The basic committment of the Educational Media Center is to relate a continually developing educational technology to the teaching-learning process for inservice teachers in the field.

PROJECT ACTIVITIES:

The EMC serves schools in the east-central Alabama area by organizing and participating in teacher workshops, providing consultants, helping to develop federal project proposals, and providing materials on a temporary basis to teachers in an effort to encourage the development of local instructional material centers.

Director
TENNESSEE VALLEY EDUCATION CENTER
Suite 592, State National Bank Building
Huntsville, Alabama 35801

5

PURPOSES:

The purpose of the Tennessee Valley Education Center (TVEC) is to provide assistance to participating school systems in (1) professional improvement and (2) curriculum development.

PROJECT ACTIVITIES:

The center personnel work on an area basis and directly with participating school systems in conducting workshops, conferences, seminars, meetings, and other services, that are designed to improve the two above mentioned areas, which have in the past been unavailable. Qualified and experienced consultants and resource persons are used for area activities and local school systems through TVEC. Activities are conducted on an area as well as local system basis.

Program Director
EDUCATIONAL LEADERSHIP PROGRAM
P. O. Drawer 114
Birmingham, Alabama 35202

6

PURPOSES:

The program is focused on inventing and implementing an effective system to create and stimulate innovative educational leadership in the state.

PROJECT ACTIVITIES:

A. Inventing a leadership system to relate existing localized problems to existing exemplary solutions and resources to treat and solve problems of (a) curriculum and instruction, (b) pupil personnel services, (c) planning of facilities, and (d) problems related to organization and administration through:

1. studies, conferences, and seminars,
2. visitation and exposure to demonstrational projects, within and outside of the state,
3. use of consultants, and
4. pilot projects

B. Inventing a system, in cooperation with universities, to better prepare educational leaders through establishing a network of community laboratories in which theory building, research, and field experiences may be provided for advanced graduate students in educational administration and leadership.

7

Director
INSTRUCTIONAL SERVICES CENTER
P. O. Box 546
Montezuma, Georgia 31063

PURPOSES:

The Instructional Services Center coordinates shared service projects in five counties. Those projects help offer the same quality educational program to the students in rural areas of Georgia that has been offered for a number of years in the larger metropolitan areas.

PROJECT ACTIVITIES:

Generally, the projects offer the following services to the schools:

1. Direct subject area services to pupils and teachers at the classroom level
2. Inservice programs to groups of teachers to help keep abreast of the changes in methods and materials needed for effective classroom instruction
3. Individual consultation by shared service specialists as requested by administrative and instructional staff of participating schools
4. Assistance to superintendent and his staff in planning and developing educational programs.

8

Director
HEART OF GEORGIA SHARED SERVICES PROJECT
P. O. Box 518
Eastman, Georgia 31023

PURPOSES:

Provide curriculum consultants to rural schools of the area.

PROJECT ACTIVITIES:

Consultants provided include: Reading, Social Studies, Math and Science, Pupil Personnel Services, and Educational Media.

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Director
EDUCATIONAL SERVICES CENTER
344 West College Street
Royston, Georgia

PURPOSES:

The center's basic purpose is to define and implement the most effective way for a consultant to promote the learning process in the classroom.

PROJECT ACTIVITIES:

Organization of subject area committees at the school, county, and multicounty levels with an orientation session in each school. Teacher exchange - classroom teachers are freed to visit other classrooms while a consultant teaches material that has been jointly planned with the teacher. The development of a Center newsletter, program for the exceptional child, a summer curriculum workshop, a NSF grant for inservice training of teachers, and the offering of two courses in reading and one in audio-visual utilization through the University of Georgia.

10

Director
LITTLE RIVER EDUCATIONAL SERVICES UNIT
Lincolnton, Georgia

PURPOSES:

To provide educational specialists on a shared basis to schools in rural areas who individually would be unable to afford these specialists.

PROJECT ACTIVITIES:

The projects offer the following services to the schools:

1. Direct subject area services to pupils and teachers at the classroom level;
2. Inservice programs to groups of teachers to help them keep abreast of the changes in methods and materials that are needed for effective classroom instruction;
3. Individual consultation by Shared Service specialists as required by administration and instructional staff of the participating school.

11

Director
SHARED SERVICES PROJECT
Statesboro High School
Statesboro, Georgia 30458

PURPOSES:

To improve the learning environment of participating schools through the use of shared consultants.

PROJECT ACTIVITIES:

A team approach including administrative, instructional personnel, and the shared service consultants is being used to improve the learning environment. Specific activities include: (1) curriculum revision, (2) observation and interclass visitation, (3) demonstrations, (4) inservice training, and (5) workshops. The areas of prime concern include: language arts, reading, social studies, science, and mathematics.

12

Director
EDUCATIONAL DEVELOPMENT CENTER
P. O. Box 5241
North Charleston, South Carolina 29406

PURPOSES:

(1) More effective teaching techniques, (2) improved professional attitudes, and (3) broader teacher communication.

PROJECT ACTIVITIES:

Use of inservice training, workshops, and exchange teacher visitations of demonstration classrooms.

13

Director
PROJECT DILENOWISCO
Jonesville, Virginia

PURPOSE:

The basic purpose of the project is to initiate and coordinate the planning and implementation of cooperative programs to meet the common needs of the five participating school divisions.

PROJECT ACTIVITIES:

The project activities include the establishing of the following shared services:

1. a central film library
2. a shared speech therapist
3. a shared band director
4. a consultant in residence

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Director
PEE DEE REGIONAL SUPPLEMENTARY EDUCATION CENTER
Drawer 829
142 B South Dragon Street
Florence, South Carolina 29501

PURPOSES:

The primary purposes are to serve the public school administrators of the eleven counties of Northeastern South Carolina in program development for full utilization ot federal funds, and to serve in any consultant capacity that is needed.

PROJECT ACTIVITIES:

The following programs have been established:

1. Three reading laboratories and one reading clinic.
2. A multidistrict cooperative for special services, especially in the area of school psychology and speech therapy.
3. An individualized instructional program in an elementary school utilizing Sullivan Associates programmed reading materials.

15

Director
REGIONAL EDUCATIONAL DEVELOPMENT CENTER
P. O. Box 3124
Spartanburg, South Carolina 29302

PURPOSES:

The basic purpose is to act as a planning agency to implement the Title III (ESEA) program in the six-county area served by Region IV.

PROJECT ACTIVITIES:

A Reading Center has been established to serve the South Carolina Region IV and to (1) provide a pilot diagnostic service with emphasis on reading difficulties grades 1-6; and (2) provide in-service training for teachers to develop skills to identify reading problems and carry out recommended instructions to help students.

16

Director
HARFORD-CECIL SUPPLEMENTARY EDUCATION CENTER
851 Revolution Street
Havre de Grace, Maryland 21078

PURPOSES:

Identifying children with unique learning difficulties and developing programs for ameliorating the problems.

PROJECT ACTIVITIES:

An educational center has been established to diagnose and treat children with learning difficulties. Staff services available are:

1. Teachers for:
   a. Specific Learning Disability Classes
   b. School-age Pregnant Girls
   c. Youth Rehabilitation Classes
   d. Children with Communication Problems
2. Psychologists
3. Psychiatrist
4. Pediatrician
5. Language Pathologist
6. Consultants in:
   a. Education
   b. Medicine
   c. Psychology

17

Director
JO DAVIESS COUNTY EDUCATIONAL CENTER
204 North Vine Street
Elizabeth, Illinois 61028

PURPOSES:

Establishment of a center to provide supplementary services to the county's 5,900 students and 250 teachers.

PROJECT ACTIVITIES:

The center provides services in five areas: reading, psychology, counseling, speech therapy, and social work. A full-time itinerant staff of eleven persons - one psychologist, one school psychologist intern, two reading consultants, two counselors, two speech therapists, one social worker, one director and one secretary provide the services.

Director 18
CENTER FOR CHILDREN WITH LEARNING DISABILITIES
515 James Street
Geneva, Illinois 60134

PURPOSES:

Assisting the classroom teachers to deal effectively with children with learning disabilities by diagnosis and planned remediation.

PROJECT ACTIVITIES:

1. Developing programs for early identification and prevention of learning disabilities.
2. Providing consultation to teachers and administrators through various types of inservice programs. The Center has attempted to help local school administrators and teachers in four distinct ways:

    a. One-to-one consultation for those who have a child receiving direct services.
    b. Short-term consultant services to an individual teacher needing help with a child.
    c. Inservice programs for local districts or special groups of teachers.
    d. Indepth workshops for teachers during the summer.

Director 19
AREA VOCATIONAL CENTER
Lincoln Community High School
Primm Road
Lincoln, Illinois 62656

PURPOSES:

1. To meet the needs of that majority of students who do not attend college from the nine participating school districts.

2. To meet the increasing needs of local business, industry, and agriculture for more highly skilled personnel.

PROJECT ACTIVITIES:

Lincoln Area Vocational Center offers specialized courses in automotive mechanics, building trades, distributive education, diversified occupations, electricity and electronics, office machines and data processing, and welding.

20

Director
EASTERN ILLINOIS DEVELOPMENT AND SERVICE UNIT
410 West Polk
Charleston, Illinois 61920

PURPOSES:

The Eastern Illinois Development and Service Unit's primary objective is to demonstrate the manner in which a team of educational specialists with multimedia resources at their command can combine forces to demonstrate that significant program development and services can be achieved in local districts through the unification of efforts and resources available to the Unit.

PROJECT ACTIVITIES:

(1) Business Services, (2) Cooperative Film Library, (3) Cooperative Gifted Program, (4) Dissemination, (5) Feasibility Study - Area Vocational Concept, (6) Independent Study Conference, (7) Instructional Specialist, (8) Land for Recreation, (9) National Intern Project, (10) Physiology of Readiness Project, (11) Preschool Program, (12) Services to Administrators in Innovational Leadership, (13) Supporting Services - Audiovisual (14) Vocational Administrative Unit.

21

Director
FLINT HILLS ELEMENTARY SCIENCE PROJECT
110 East 15th
Emporia, Kansas 66801

PURPOSES:

To design and implement a program of studies in science for grades 6, 7, and 8 of the fifty-one participating elementary schools.

PROJECT ACTIVITIES:

Recognizing that teacher training is the critical factor in the development and implementation of any new science program, the project has focused its attention on a sequence of summer workshops, inservice seminars, and local school district workshops. One key teacher from each elementary school was selected to participate in the summer workshops. These key teachers then became the focus for the implementation of the science program in each school and they coordinate and conduct local district workshops with the help of the project staff.

Administrator--State Coordinator
Cooperative Educational Service Agency Program
126 Langdon Street
Madison, Wisconsin 53702

Projects 22-40 refer to the 19 Cooperative Educational Service Agencies (CESA) units which were established throughout Wisconsin in 1964.

PURPOSES:

(Apply to all nineteen agencies.) The Agencies are intermediate units serving as a link between the State Department of Public Instruction and local school districts. Services currently provided by each agency are shown on the following page in tabular form. Addresses of each unit are provided here.

ADDRESSES OF THE NINETEEN AGENCIES

		Address		Resume Number
Coordinator,	CESA 1,	502 W. 2nd St.	Ashland, Wisc.	22
	CESA 2,	P. O. Box 758	Minocqua, Wisc.	23
	CESA 3,	Municipal Bldg.	Gillett, Wisc.	24
	CESA 4,	P. O. Box 728	Cumberland, Wisc.	25
	CESA 5,	P. O. Box 158	Elmwood, Wisc.	26
	CESA 6,	Chippewa Co. Crt. Hse.	Chippewa Falls, Wisc.	27
	CESA 7,	Division & Dixon	Stevens Point, Wisc.	28
	CESA 8,	107 N. Douglas St.	Appleton, Wisc.	29
	CESA 9,	1927 Main St.	Green Bay, Wisc.	30
	CESA 10,	111 E. Mill St.	Plymouth, Wisc.	31
	CESA 11,	County Courthouse	LaCrosse, Wisc.	32
	CESA 12,	412 E. Slifer St.	Portage, Wisc.	33
	CESA 13,	908 W. Main St.	Waupun, Wisc.	34
	CESA 14,	Memorial Bldg.	Fennimore, Wisc.	35
	CESA 15,	545 W. Dayton St.	Madison, Wisc.	36
	CESA 16,	615 W. Moreland Blvd.	Waukesha, Wisc.	37
	CESA 17,	County Courthouse	Janesville, Wisc.	38
	CESA 18,	124 Commerce St.	Burlington, Wisc.	39
	CESA 19,	9722 Watertown-Plank	Milwaukee, Wisc.	40

PROJECT ACTIVITIES OF CESA:

Cooperative Purchasing
CESAs 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19

Data Processing
CESAs 4; 12; 13; 16

Driver Education
CESAs 11; 13; 15

Foreign Languages
CESAs 14; 18

Inservice for Teachers
CESAs 2; 3; 5; 6; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19

Instructional Material Centers
CESAs 3; 10; 11; 12; 13; 15; 16; 17; 19

Library Processing
CESA 13

Microfilming
CESAs 11; 12; 13; 15; 16; 17

Surveys and Research
CESAs 6; 10; 11; 13; 19

Television
CESA 9

Test Scoring
CESA 12

Transportation
CESA 19

Video-Taping
CESA 17

Emotionally Disturbed
CESA 12

Guidance and Counseling
CESAs 1; 3; 6; 7; 8; 10; 13; 19

Librarian
CESAs 7; 13

PROJECT ACTIVITIES OF CESA: (Continued)

Nurse
CESA 8

Psychologist
CESAs 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 15; 16; 17; 19

Reading Specialists
CESAs 7; 8; 12; 13; 16

Social Workers
CESAs 3; 4; 6; 8; 13; 15; 16; 19

Special Education
CESAs 2; 10; 11; 12; 13; 17; 19

Speech Therapists
CESAs 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 12; 13; 15; 16; 17; 18; 19

Art Teachers
CESAs 9; 10; 13; 15; 16; 17; 18; 19

Industrial Arts Teacher
CESA 13

Mathematics Teacher
CESA 10

Music Teacher
CESAs 13; 15; 16; 17; 18

Science Teacher
CESAs 10; 15

It is interesting to note that, for some services, the Cooperative Educational Service Agencies of Wisconsin have found it desirable to share between agencies--illustrating that an even larger cooperative unit is beneficial.

Director 41
TEXAS SMALL SCHOOL PROJECT
State Department of Education
Austin, Texas

PURPOSES:

Basic purpose is to provide education of highest quality for the children of Texas who are enrolled in schools having fewer than 500 students in twelve grades. Guiding principle is that small schools are good schools when cooperative effort, shared ideas, and progressive thinking combine in voluntary self-improvement program.

PROJECT ACTIVITIES:

Each member school undertakes self-evaluation, survey of needs of boys and girls, testing program, followup program. Regional and state workshops, experimental activities, supervised correspondence courses, shared services, school aides, flexible scheduling, instructional materials centers, youth seminars, nongraded elementary, team teaching, programmed instruction, science demonstrations are all among current project activities in member schools. Member schools follow a unified testing program in grades 7, 9, and 11. Test results provide some measure of the effectiveness of the project.

Director
TEXAS EDUCATION SERVICE CENTER NO. 10 42
P. O. Box 1300
Richardson, Texas 75080

PURPOSES:

The Region Ten E.S.C. is one of twenty regional institutions in Texas established by the State Board of Education and authorized by the state legislature to provide and coordinate services for the region's school districts. The center's program is aimed at assisting with services which the single school districts cannot efficiently provide for themselves because of the scarcity of needed specialists, equipment, money and time.

PROJECT ACTIVITIES:

(1) Media Services (2) Program Development (3) Staff Development Services (4) General Services (5) Data Processing Services (6) Business Services (7) Planning Services (8) Research Services

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43

Director
TEXAS EDUCATION SERVICE CENTER NO. 20
San Antonio, Texas

PURPOSES:

To serve as a coordinating agency on a regional basis for federal projects in the Southcentral Texas area.

PROJECT ACTIVITIES:

Project activities include provision of an educational media center, which furnish supplemental teaching materials such as films, recordings, resource books, library references, maps, charts, and suggestions for field trips and student activities. A "semesters of excellence" project provides the teacher with appropriate materials for enrichment in social studies, science, communication arts, and a linquistic approach to grammar.

Consultants in educational television teaching English as a second language, improving educational opportunties for children of migratory farm workers, and educational data processing services are also components of the project.

State Coordinator
Boards of Cooperative Services
State Department of Public Instruction
Denver, Colorado

Projects 44-54 refer to the 11 Boards of Cooperative Services (BOCS) established throughout Colorado in 1967.

PURPOSES:

(Apply to all eleven agencies.) The BOCS are locally established intermediate service units permitted under Colorado legislation.

ADDRESSES OF THE ELEVEN BOCS

	Resume Number
Director, BOCS 1, Brighton, Colorado	44
BOCS 2, Otero, Colorado	45
BOCS 3, Boulder, Colorado	46
BOCS 4, Delta, Colorado	47
BOCS 5, Fleming, Colorado	48
BOCS 6, Akron, Colorado	49
BOCS 7, Meeker, Colorado	50
BOCS 8, Alamosa, Colorado	51
BOCS 9, Englewood, Colorado	52
BOCS 10, Lamar, Colorado	53
BOCS 11, Greeley, Colorado	54

PROJECT ACTIVITIES OF BOCS:

Subject Matter Specialists

BOCS 2

Cooperative Purchasing

BOCS 2; 4; 8; 10; 11

Pupil Personnel Services

BOCS 9; 11

Public Relations

BOCS 6; 7

Educational Data Processing

BOCS 5; 9

Educational Television

BOCS 7

Vocational Education

BOCS 1; 3; 4; 6; 7; 8; 9; 10

Summer School

BOCS 8

Outdoor Education

BOCS 8

Learning Disabilities

BOCS 6; 7; 9; 11

Because of the recency of the establishment of such units, and because the units are not mandated but voluntary associations, the services provided at this point are limited. As new programs are established and show themselves effective, the mechanics for wider adoption are existent.

Director
TRI-COUNTY RESOURCE AND SERVICE CENTER
Gallia and Waller Streets
Portsmouth, Ohio 45662

55

PURPOSES:

A service center has been established to provide media, materials, and pupil personnel services for students in a three-county area.

PROJECT ACTIVITIES:

Film library has been established which provides curriculum materials, films, development and selection services. One-week workshops in audiovisual and language arts and health services, speech therapy, guidance, and psychological services are also components. Mobile units are provided to bring special services to all parts of the three-county area.

Under study are the areas of vocational education, adult education, emotionally disturbed children, and physically handicapped children.

Director
SPECIALIZED LANGUAGE ACTIVITIES
Main Street
Norway, Maine 04268

56

PURPOSES:

To improve the students' listening, speaking, and writing skills through extensive use of audiovisual equipment and innovative curricular activities.

PROJECT ACTIVITIES:

New learning situations are captured on such equipment as videotape, film, and audiotapes. Individual study carrels are provided in classrooms to encourage students to work independently. A studio work area has been built to develop visuals for taping. Typewriters are provided to encourage students to write scripts. Students are taken on field trips throughout the state to do onsite filmings and tapings. Student developed materials are edited by staff members, and the finished instructional material published and disseminated to other rural districts. Weekly inservice sessions are provided teachers in order that they may study the operation of the program and the equipment. The emphasis throughout is to relate the child's instruction to his environment.

Director
INSTRUCTIONAL RESOURCE CENTER
Kalispell, Montana 59901

57

PURPOSES:

Music, art, science, audiovisual, and guidance services are provided by a resource center to better equip rural students, grades 1-8, for entrance to secondary schools.

PROJECT ACTIVITIES:

An administrative center has been established and two special teachers employed - one for art and music, and the other for science and audiovisual areas. A mobile unit and scientific and audiovisual equipment has been purchased and used by the specialist to provide instruction and demonstrations to students and teachers at schools in a rural county area. Teachers receive instruction in operating equipment and specialized help in the selection of materials, projects, and topics in the disciplines of science, music, and art. A guidance counselor has been employed part-time to assist students and train teachers in guidance techniques.

Director
UPPER RED RIVER VALLEY PROJECT
Central High School
Grand Forks, North Dakota 58201

58

PURPOSES:

A regional service center has been established to provide professional aid in music, art, remedial teaching, psychological services, and inservice training to a seventeen-county sparsely populated rural area in two states.

PROJECT ACTIVITIES:

Specialists are employed and travel between participating schools providing instruction and services. To expedite services, the center works through a communications network based on a WATS line to inform schools of special events and to handle promptly all requests for services. Cultural activities are offered both students and adults through the provision of guest lecturers and artists, consultant services, and encouragement of local talent exhibits and performances. Diagnostic and remedial services are extended to schools and to parents where necessary. Communication problems resulting from extreme winter climate which limits cooperative efforts in outlying rural areas have been partially solved through video taping all important activities and lending the tapes to any school or group requesting them.

Director
PROJECT MID-TENN
Route 2, Murfreesboro Road
Antioch, Tennessee
59

PURPOSES:

Project Mid-Tenn is a regional approach and a cooperative arrangement involving one-third of the school systems in the State of Tennessee. The basic purpose is to raise the educational and cultural levels of urban and rural, public and private schools in middle Tennessee.

PROJECT ACTIVITIES:

Operating exemplary and innovative pilot and inservice programs to stimulate adoption of new programs that can be grouped into five categories: (1) Cultural enrichment and improvement of instruction in art, drama, and music; (2) Inservice training and consultative services for teachers and administrators; (3) Demonstration centers that can be visited, observed, and shared; (4) Circulation and demonstration of teaching aids and material such as films; (5) Improved pupil guidance and counseling services at the elementary school level.

Director
UTAH NETWORK FOR INSTRUCTIONAL TELEVISION
State Department of Public Instruction
State Capitol
Salt Lake City, Utah 84114
60

PURPOSES:

A multidistrict instruction television network coordinates and organizes the production, procurement, and distribution of educational television programs on a statewide basis. A translator system increases programming flexibility and helps to extend educational television to school children in remote, rural areas.

PROJECT ACTIVITIES:

Programs are primarily directed at classrooms but include some of a cultural nature to interest the adult community. New kinds of programing have been introduced and experimentally tested, including five-minute motivational programs to interest students in new units of study and provide glimpses into specific areas of current study.

61

Director
WIDE HORIZONS
Office of the County Superintendent
Colville, Washington

PURPOSES:

To orient high school students to the world of work outside their rural environment.

PROJECT ACTIVITIES:

The first phase of this project was designed to group students, using innovative guidance techniques, according to individual aptitudes and interests. The second phase of the project was to transport selected groups of students to urban and/or industrial areas to observe at first hand the variety of jobs available in their field of general interest. In this manner, students are also oriented to job environment. After group and individual counseling, college-bound students are transported to the colleges of their choice for orientation.

62

Director
THE EDUCATIONAL MODULATION CENTER
310 N. Marion
Olathe, Kansas 66061

PURPOSES:

To provide efficient aid to the child having educational problems, his parents, and his teacher so that the child can remain in the regular class and benefit from it.

PROJECT ACTIVITIES:

(1) Use of educational consultants for initial child contact
(2) Initiation of referral to other team members (i.e. social workers, hearing conservationists, psychologists, physicians, and neurologists)
(3) Intensive teacher inservice for adoption of techniques and materials.
(4) Parent Counseling
(5) Materials laboratory
(6) Research concerning changing inappropriate educational behavior

63

Director
PROGRAM FOR CULTURAL ENRICHMENT
Madison, Kansas 66860

PURPOSES:

Supplementary services in music, art, and drama offered to students in small schools in isolated rural areas.

PROJECT ACTIVITIES:

(1) Lectures, demonstrations, and productions by the music faculty of a nearby state teachers' college and visiting artists
(2) A mobile art unit and related art services, including lectures by a noted artist
(3) A mobile music unit for supervised listening and employment of a composer who would visit schools and create music to be performed by students
(4) Demonstrations and discussions of dramatic arts (acting, directing, painting), and dramatic performances

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64

Director
COOPERATIVE PSYCHOLOGICAL SERVICE PROGRAM
Box 1159
Bisbee, Arizona 85603

PURPOSES:

Itinerant psychological services are provided to school children, including those who are emotionally disturbed, mentally retarded, or physically handicapped. The program tests the feasibility of providing services to thirty-five separate school districts in one county, including many two, three, and four-room schools in a 6,256 square-mile area.

PROJECT ACTIVITIES:

Methods used by psychologists and social workers include referral, intensive individual study, home visits, followup and research. Administrative, health, and attendance personnel, along with teachers, counselors, and parents are involved in producing an adjusted educational program to meet the needs of individual children.

65

Director
EDUCATIONAL DEVELOPMENT CENTER, Region II
302 St. John Street
Orangeburg, South Carolina 29115

PURPOSES:

To compile research findings and provide foundational basis for educational innovation, and implement exemplary educational programs and provide demonstration centers for local school districts within the region.

PROJECT ACTIVITIES:

Project activities include leadership improvement and development, seminars, conferences, workshops, site visits, intern experiences, teacher training, student participation and involve chief school administrators, school board members, principals, teachers, potential leaders, consultants, and students. Services are rendered to local school districts both individually and collectively.

66

Director
RURAL SUPPLEMENTARY EDUCATIONAL CENTER
Hobart, New York 13788

PURPOSES:

A center has been established to enrich the educational opportunities of students in rural communities through a technological communications system.

PROJECT ACTIVITIES:

Audiovideo programs are provided by a small-scale combination of educational television, community-antenna television, and videotape recorders. The system permits flexibility of learning time and opportuntiy for reinforcement according to learner needs. Live programs from three educational television stations are recorded on videotapes and are used at times and places best suited to learning. The center consists of a core unit and school-located units in the nine local districts that comprise the supervisory district.

67

Director
EDUCATIONAL IMPROVEMENT PROJECT
Atlanta, Georgia

PURPOSES:

This program is primarily concerned with preparing the disadvantaged, yet talented, individuals for education in and beyond high school.

PROJECT ACTIVITIES:

Through a variety of devices students are identified in the seventh grade who are potentially high achievers. The students are followed for six years, until high school graduation, and supported in their efforts to qualify for college through special educational programs, counseling and guidance, etc. Those qualifying will be awarded college scholarships. Seventeen colleges are cooperating in the program. This is a fifteen year program broken down into three proposed funding periods of five years each.

68

Director
THE RURAL CENTER PROGRAM
Atlanta, Georgia

(Part of the Educational Improvement Project of the Southern Association of Colleges and Schools)

PURPOSES:

The purposes of a rural center program include "demonstrating that when appropriate provisions are made for meeting their educational needs, disadvantaged youngsters in the public school show significantly better academic achievement, and in many cases, begin to function at a higher level intellectually than they have previously."

PROJECT ACTIVITIES:

Activities include (1) preschool education (nursery and kindergarten), (2) improvement of teaching performance through adequate inservice, preservice education, (3) communication skill development, (4) numerical skill development, (5) family involvement, (6) cultural enrichment, and (7) community cooperation.

69

Chief
INSTRUCTIONAL TELEVISION
Bureau of Elementary Education and Supervision
Maine State Department of Education
Augusta, Maine 04330

PURPOSES:

Educational television is used to improve health education instruction for eighth-grade students in all schools located in sparsely settled rural areas of the state. The schools are unorganized territory schools under the jurisdiction of the State Department of Education.

PROJECT ACTIVITIES:

Eighteen 20-minute health education lessons have been developed for presentation to the students. Emphasis is placed on nonlecture type lessons such as films from medical centers or dental clinics. Such controversial issues as sex education, fluoridation, and venereal disease are covered. Professional teachers and resource individuals are used in the telecasts. Classroom teachers are provided with pretelecast instruction as well as posttelecast followup material. The program teaches the students the values of good health and of healthful living habits which the students, from poor cultural and economic backgrounds, may not have.

70

Director
MOBILE LIBRARY SERVICE CENTER
Rutland Northeast Supervisory Union
Pittsford, Vermont 05763

PURPOSES:

A mobile van has been purchased and equipped to transport library and instructional materials to the secondary and nine elementary rural schools.

PROJECT ACTIVITIES:

A central collection of 17,500 books has been assembled and circulated among library centers in each school. Film strips, records, transarencies and audiovisual equipment are also circulated via the van. The van carries a librarian and a library clerk-driver. In addition to providing library services to participating schools, general library services are provided to adult residents. Particular attention is given to library needs of preschool children.

Director
KENTUCKY COOPERATIVE FIELD ACTIVITY
Berea, Kentucky

71

PURPOSES:

To inform students of the nature of career development structure and trends of labor force, to assist students in assessing themselves and characteristics of occupations and to synthesize the information. To develop in students positive attitudes toward work.

PROJECT ACTIVITIES:

Teacher-counselor workshops on theories of vocational development, relating curriculum content to occupations, use of "games" in education, assisting students to synthesize information on self and occupation, organize plan of vocationally relevant experiences for students. Use multimedia approach to present variety of occupational role models.

Director
PROGRAM OF TEACHER-PUPIL INTERACTION IN RURAL SCHOOLS
Watkinsville, Georgia 30677

72

PURPOSES:

A center has been established to demonstrate a comprehensive instructional program. Emphasis is on early educational stimulation, increased teacher-pupil relationships, and language arts, including a continuous-progress program in reading.

PROJECT ACTIVITIES:

Educators in the area schools are provided leadership interms of exemplary programs and ideas. The staff includes 12 primary teachers, 7 preschool teachers, 12 teacher aides, 8 neighborhood youth corps aides, a librarian, and project directors. The program offers a more effective curriculum, particularly for students who are underachievers.

Director
CREATIVE AND CULTURAL ARTS PROGRAM
Monongalia County Schools
263 Prairie Avenue
Morgantown, West Virginia

73

PURPOSES:

A five-week summer instructional program in art, music, dance, and drama is provided to students, grades 1-6.

PROJECT ACTIVITIES:

Major objectives are to create interest in the aesthetic aspects of the culture of the area, to provide for exploration of the arts, and to teach introductory skills in the arts. Relatively free, unstructured experiences are permitted, stressing active, experiental aspects of the arts rather than formal, theoretical aspects. Centers have been established in five schools, each equipped with an auditorium and other facilities. Many of the students come from low-income homes, located in isolated mountainous areas, mining camps, and unproductive farm areas. The curriculum includes creative painting, ceramics, crafts, exploratory programs in instrumental music, mountain music, folk music of the area, exploratory and creative dramatics, a children's theater, and a puppet theater.

Director
INSTRUCTIONAL MATERIALS AND SERVICES CENTER
Vernon, Alabama 35592

74

PURPOSES:

An instructional materials center has been established to serve students and teachers in a rural county.

PROJECT ACTIVITIES:

The center provides teaching and library materials, circulated via a mobile unit. Supplementary books, films, filmstrips, prepared transparencies, and records have been purchased. Inservice programs are conducted to acquaint teachers with the use of equipment.

Director 75
SMALL MOBILE READING CLINICS
Westport, Massachusetts 02790

PURPOSES:

Two mobile reading clinics have been purchased and equipped to provide remedial reading services to students in a rural area.

PROJECT ACTIVITIES:

The units contain classroom space for four students, multilevel instructional materials, and a graded paperback library. Remedial reading specialists provide individual instruction to the students, some of whom are two or more grade levels behind in reading. Instruction is provided on a daily basis. Regular teachers observe proceedings for inservice training purposes. Diagnostic tests are used to determine areas of skill weakness.

Director 76
NINE COUNTY SUPPLEMENTARY EDUCATION CENTER
Central Washington State College
Ellensburg, Washington 98926

PURPOSES:

A center has been established to serve the elementary schools of a nine-county area.

PROJECT ACTIVITIES:

The center (1) produces for distribution to pupils and teachers, instructional materials designed to facilitate individual instruction and improve pupil achievement, (2) furnishes instructional equipment needed to utilize the instructional materials, and (3) provides in-service consultant services and training for teachers. Service area schools indicate the nature and kind of materials needed for their specific curriculum. All the materials produced are sent to all of the schools.

77

Director
HIGH SCHOOL FOR ONE
Washington State University
Pullman, Washington 99163

PURPOSES:

A center has been established at a university to develop and field test learning systems in biology, speech, and industrial arts in three rural high schools. After field testing, the systems were modified or redesigned and demonstrated in six other rural high schools.

PROJECT ACTIVITIES:

The program combines an instructional system, developed by university specialists and high school teachers, with a tutorial method carried out by a local teacher. Such instructional materials as audio and videotapes, 8 MM film loops, and short programmed texts are used and laboratory experiences offered.

78

Director
SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES
St. Johnsbury, Vermont 05819

PURPOSES:

An existing museum of natural sciences is being used to improve science education in a rural area. Children from 55 school districts are brought to the museum to attend planned science-enrichment lectures and demonstrations.

PROJECT ACTIVITIES:

A "Junior Curator" program has been expanded to provide special science education for gifted children. Teachers are given inservice training and consultant help is provided to the local districts by the museum staff.

79

Director
COOPERATIVE PROJECT TO PROVIDE SUPPLEMENTAL SERVICES
Bayard, New Mexico 80023

PURPOSES:

A multipurpose center has been established to provide lending, reproduction, consultation, supplementary equipment, and training and research services to seven school systems representing twenty-one towns and villages.

PROJECT ACTIVITIES:

Six semitrailer vans have been leased and equipped to take center services to the schools. Lending services include film and other projection aids, curricular materials, and instructional aids, transported via vans. Mobile reproduction services are offered for instructional and material production purposes, provided by an audiovisual specialist. Mobile consultation service consists of assistance to remedial reading teachers and guidance services. Supplementary equipment is provided by a van equipped to supplement local school laboratory experiences. The van has been stocked with all (12) of the laboratory block materials created by the biological science curriculum studies. Curriculum services are also offered in arithmetic, science, physical education, industrial arts, and astronomy. Training and research services include the development of demonstrations to be sent with appropriate vans. Specialized services are given by consultants on a short-term basis. Inservice training is provided at a media instruction institute.

80

Director
STUDENT AND COMMUNITY AID CENTER
Inverness, Montana 59530

PURPOSES:

An art-appreciation program to supplement the present instructional program has been established.

PROJECT ACTIVITIES

An art-appreciation program using a variety of audiovisual aids to supplement the present instructional program and the use of the school as a cultural center of arts, music, drama, government, and current events. Other subject areas for the benefit of the general public are available upon demand.

81

Director
SOUTHEAST ALASKA AUDIOVISUAL CENTER
Juneau, Alaska 99801

PURPOSES:

A centrally located center has been established to unify all audiovisual services.

PROJECT ACTIVITIES:

The center is used to provide (1) ample space for storage of equipment, (2) inservice training by sending an audiovisual coordinator to the various school districts, (3) use of minor maintenance services, (4) increased audiovisual materials, and (5) distribution services via an audiovisual mobile unit.

82

Director
PROGRAM FOR CULTURAL ENRICHMENT
Council Grove, Kansas

PURPOSES:

An enrichment program on Latin American culture has been instituted in seven counties.

PROJECT ACTIVITIES:

A mobile unit has been purchased and equipped to bring materials to all schools. The mobile unit includes videotape machine, tape recorders, overhead projectors, illustrated books, and boxes of realia material. By using audiovisual materials, the students should gain a greater understanding of the language, geography, and culture of Latin America. Students are encouraged to write stories about the countries and each school presents a Latin American Fiesta to which parents are invited.

83

Director
EDUCATIONAL SERVICE COOPERATIVE
Stanford, Montana

PURPOSES:

Comprehensive guidance, counseling, health, inservice training, and educational services have been provided in a county where no medical facilities or guidance programs were available.

PROJECT ACTIVITIES:

The medical services of a trained nurse is being provided in every school in the county. The nurse conducts eye, ear, and physical examinations and refers students who need further help to medical agencies. A counselor is assigned to work with children, parents, and adults, with special attention given to the educational, personal, and vocational needs of secondary students. The counselor works with dropouts and potential dropouts in addition to regular students. A unified and coordinated curriculum is being developed in the four high schools in the county and inservice training programs are offered to teachers.

84

Director
STUDENT LEARNING EXPERIENCE
Drawer N
Weaverville, California 96093

PURPOSES:

Student improvement in literary research skills, oral and written reports, attendance, rapport, and behavior is compared with growth by a control group of students in another mountainous county.

PROJECT ACTIVITIES:

A student exchange program has been instituted and library resource study centers will be established to serve students in a rural county. Eighth graders in the county exchange places with students from the city junior high for one week. The rural students attend regular classes in the city and cultural programs not available at home. The city students have an opportunity to live for a week during the winter in a mountainous area where lumbering and recreation are the two main resources.

85

Director
INDIVIDUALIZED INSTRUCTIONAL METHODS
Hanford, California 93230

PURPOSES:

An instructional systems approach is used to help students master physical and earth sciences.

PROJECT ACTIVITIES:

Programmed group instructional materials are used and individual instruction is given special attention. Science teachers are helped to improve their skills in setting educational objectives for students and evaluating student performance. The teachers are given inservice training to develop a curriculum and teaching materials for nonprogrammed portions of the science curriculum. One secondary school in each of the five counties involved was selected for the program. Teachers from these schools attend a two-week workshop to learn the instructional systems approach and the use of programmed group-tutorial materials. Student performance is evaluated periodically during the school year to determine the extent to which the group-tutorial materials achieve their prestated performance objectives and the extent to which teacher training has been successful.

Director
FAMILY LIFE EDUCATION
701 N. Madison
Stockton, California 95202

86

PURPOSES:

An individualized programed course in preparation for parenthood.

PROJECT ACTIVITIES:

The course includes two hours of instruction for sixth graders and three hours of instruction for eighth graders. A similar course has been developed for tenth graders. The course covers the essential facts of and attitudes toward family life and includes reproduction, plus roles and responsibilities of family members to each other and to society. Instruction is presented by a self-teaching device and supplemented by a programed text. A tape recorder with earphones is used for private oral presentation and a shielded screen for graphic visual material observable only to the individual. Controls are available for rerunning parts of the material which the student fails to comprehend or wishes to review. The programed text material is integrated with the oral and visual presentation.

Director
DEVELOPMENT OF EDUCATIONAL THEATER IN RURAL SCHOOLS
Eureka, California

87

PURPOSES:

The program is learner-oriented to help participants develop skills in the language arts, social studies, arts and crafts, music, vocational and business education, and physical education.

PROJECT ACTIVITIES:

A traveling educational theater for youth is offered in the schools of a four-county area. A director and an assistant trained in drama spend one semester at a selected school where they produce two finished theatrical productions. Students and other members of the community participate in the productions. The productions are presented in neighboring communities, including the next target area to motivate residents who are involved the following semester. The program is learner-oriented to help participants develop skills in the language arts, social studies, arts and crafts, music, vocational and business education. Each play combines a large number of skills. The director and assistant train community-school personnel to take over after they depart and they help teachers make maximum use of the theater as a vehicle for learning within the classroom situation. The director teaches drama for one semester at the high school, produces one play for grades K-6 and anotherfor grades 7-12, conducts in-service courses for teachers in the skills of the theater and creative drama, identifies talented drama students, and acquires community assistance where necessary in consultant and technical areas.

Director
INDIAN RIVER REGIONAL EDUCATIONAL DEVELOPMENT COUNCIL
Vero Beach, Florida 32960

88

PURPOSES:

The program provides assistance to teachers in developing better approaches to learning for students.

PROJECT ACTIVITIES:

Representatives of schools in six counties study ways and means of using a creative approach to identify and meet their needs. Emphasis is on long-range planning and pooling of resources.

Director
UNIFIED ENGLISH LANGUAGE CURRICULUM
Brunswick, Maine 04011

89

PURPOSES:

A unified English language curriculum has been instituted in the rural and coastal schools in the state. Objectives are to lower the dropout rate among linguistically handicapped students, many of Franco-American backgrounds, and to increase the appreciation of the students for the positive elements of their heritage.

PROJECT ACTIVITIES:

The program involves three phases: (1) inservice training for fifty-five teachers of English and Language Arts; (2) a six-week summer writing session for the development of teaching materials for grades K-12; (3) teachers who received the inservice training apply the materials developed by the summer writing group in their own classes.

Director
CULTURAL ENRICHMENT PROGRAM
Wells, Maine 04090

90

PURPOSES:

A cultural enrichment program has been instituted for all elementary students in a rural school district.

PROJECT ACTIVITIES:

Field trips are taken to a nearby city where the children visit museums,an airport, a restaurant, and historical points. They also ride in an elevator and on a subway. All fifth and sixth graders attend youth concerts in a second city and visit historic homes in a third community. A children's theater group performs in the local community before all students. Authors and illustrators of children's books, naturalists, artists, and historians speak to groups of children in grades 3-6. Five full-length movies are shown to all elementary students and short subjects of cultural interest are shown to grades 3-6.

Director
SHARED LEARNING EXPERIENCES PROGRAM
Detroit, Michigan

91

PURPOSES:

A shared learning-experience program has been instituted where children and teachers from one school district will be teamed with children and teachers of a different racial background in other districts.

PROJECT ACTIVITIES:

The participants plan for and share meaningful educational experiences. Purposes are (1) to develop new curriculum emphases, methods, and materials, (2) to encourage creativity and improve skills of communication, self-direction, and self-evaluation, (3) to develop better self-concepts, and (4) to develop a multiracial, multicultural learning environment to help children live effectively in an integrated society. Approximately 35 teachers participate in a two-day workshop to plan units of study, classroom and field trip activities, parent and community involvement, and evaluation methods.

Director
EDUCATIONAL SERVICES CENTER
Cyrus, Minnesota

92

PURPOSES:

Centers have been established to serve school districts in 24 counties in a rural part of the state.

PROJECT ACTIVITIES:

Studies are conducted to determine specific services needed. The services include (1) mobile educational services, such as mobile curricular programs for teachers and learning laboratory materials, (2) consultant services of a curricular and instructional nature, and (3) a mobile materials and equipment center. Experimental programs will be developed to stimulate local schools interested in innovations or adaptations. The desirability of developing and broadcasting television programs for school districts are explored. Methods include microwave, separate wave lengths, educational television, regular broadcast television or videotape recordings; procedures have been outlined for coordinating adult educational services. Inservice training programs and institutes are scheduled for teachers.

Director
LIBRARY OF TAPE RECORDED OCCUPATIONAL INFORMATION
College of Santa Fe
Santa Fe, New Mexico 87501

93

PURPOSES:

The purpose is to overcome the problem of inadequate, inappropriate, and ineffective occupational information.

PROJECT ACTIVITIES:

A library of tape-recorded occupational information has been assembled for use by all secondary school students and counselors in 17 counties. Interviews concerning many and diverse occupations are recorded on tape, cataloged, filed, and made available to counselors throughout the area. Emphasis is placed on providing interesting and understandable material. The program should afford students a more realistic view of vocational and occupational information. Occupations to be covered are determined by counselors' requests. Some occupations are peculiar to only certain regions.

Director
TRI-COUNTY SUPPLEMENTARY SERVICE CENTER
Georgetown, Ohio 45130

94

PURPOSES:

A curriculum and materials center has been established to serve twenty-one school districts in three counties.

PROJECT ACTIVITIES:

The center contains audiovisual and other curriculum materials, plus reproducing equipment. Pickup and delivery services are scheduled and consultative and advisory services are provided. An audiovisual workshop is offered to elementary and secondary teachers in each county for instruction in the proper use of equipment and integration of materials with instruction. A communication skills workshop is also conducted to help teachers recognize and correct reading difficulties. Methods and materials useful for improving communication skills are described. Pupil personnel services are offered by a psychologist, nurse, speech therapist, and guidance director. Special services are available to physically and mentally handicapped students.

Director 95
COMPREHENSIVE REGIONAL EDUCATIONAL SERVICES CENTER
The Dalles, Oregon 97058

PURPOSES:

A center has been established to serve all school districts in five rural counties.

PROJECT ACTIVITIES:

Emphasis is given to improvement in developmental reading, vocational education, school libraries, and instructional materials programs. Consultants in vocational education and guidance, school libraries, instructional media, and developmental reading meet with school staff members to appraise problems and they conduct inservice programs for teachers in local areas. The media and library consultants will study the feasibility of centralized ordering, processing, and sharing of materials and equipment.

Director 96
CENTRAL TEXAS EDUCATIONAL MEDIA CENTER
San Marcos, Texas 78666

PURPOSES:

To establish an educational media center to improve programs by stimulating teachers through training in the creative uses of educational media.

PROJECT ACTIVITIES:

An educational media center has been established to serve a predominately rural 18-county area. The center should improve educational programs by stimulating teachers through training in the creative uses of educational media. Complete multimedia kits and training workshop syllabi are professionally produced to be used in the training of 30 district media specialists. These specialists are trained in all phases of instructional media application and production. Each specialist is assigned an area of responsibility and will conduct inservice training for the teachers in local public school districts and cooperating private schools.

97

Director
EASTERN SANDERS COUNTY VOC-TECH EDUCATIONAL PLAN
Hot Springs, Montana 59845

PURPOSES:

The program is based on the premise that once the students are exposed to an applied arts curriculum of their choice, they will continue their education.

PROJECT ACTIVITIES:

The facilities of a community college are used as a training center for the vocational and technical education of 64 noncollege-bound high school students. The students are selected from three school districts and are provided with tuition, board and room, books, and transportation from the homes to the college. The program is held during the summer and includes courses not normally available in small high schools. Typical courses are auto rebuilding and refinishing, cabinet making, carpentry, data processing, electronics, hotel management, dental assistance, sheet metal work, watchmaking, and welding.

98

Director
ON THE JOB TRAINING IN HUMAN RELATIONS EDUCATION
Buffalo, New York

PURPOSES:

A program has been planned and a pilot project is being conducted to improve the teaching of human relations as an integral part of the K-12 curriculum.

PROJECT ACTIVITIES:

Traveling teams of specialist-teachers provide full-time inservice training for teachers and administrators in public and nonpublic urban, suburban, and rural schools. For the pilot phases, these participants attend a summer workshop on human relations education to acquire methods and to select materials for use during the school year in their own classrooms and in training other teachers in the area. The project staff evaluates the results of the pilot project and continues to plan and to collect teaching materials to be used by the specialist teams.

2

Director 99
IMPACT 7
Manistee, Michigan

PURPOSES:

To introduce improvements in instructional skills and school curriculum in a rural seven-county area.

PROJECT ACTIVITIES:

Demonstration programs have been developed to introduce improvements in instructional skills and school curriculum and to serve as models for other schools in a predominately rural seven-county area. These improvements are accomplished through the use of workshops, demonstrations, visitations, conferences, consultant services, and printed materials which develop revised teaching methods, techniques, school programs, and instructional materials. In addition, an education journal is disseminated emphasizing area history, industries, cultures, and arts, and includes teacher supplements to be used in teaching units. Teacher recruitment is developed as well as inservice training to develop educational leaders and to improve teaching skills. Orientation of substitute teachers is provided to obtain released time for teachers to visit and work in innovative and exemplary education projects in other areas. Upon returning, the teacher assists in implementing new techniques as part of the program. Local community groups and ancillary school personnel are oriented to the changes and how they will be affected by them. A research center has been established to provide area schools with educational research data. Cultural enrichment and information on area industry is provided to the students.

Director 100
HARRISON REGIONAL ARTS AND CRAFTS CENTER
Harrison, Arkansas

PURPOSES:

An arts and crafts center to elevate and expand the cultural level of a rural area.

PROJECT ACTIVITIES:

Visible evidence and professional guidance in the appreciation of the arts is provided through active participation and observance. An educational park system in arts and crafts is used to endow all school age children in the seven counties with single school advantages and standards. The students perform in dramatic and musical presentations in their own schools, thus promoting programs of greater talent dimensions and participation. The services of qualified highly recognized teachers in each field of the arts have been obtained. Inservice training for teachers is provided through an initial two-day planning session, followed by six-week summer workshops and monthly workshop classes during the school year. The program emphasizes the teaching of art, crafts, music, and design as part of everyday personal involvement. The revival of native talents, such as woodworking, is attempted. Studies are made of the feasibility of extending the program to preschool children and adults.

Director
OKEFENOKEE ELEMENTARY SCIENCE AND CURRICULUM PROJECT
Waycross, Georgia

101

PURPOSES:

A science curriculum improvement program using shared services across system lines is conducted in rural elementary schools.

PROJECT ACTIVITIES:

The American Association for the Advancement of Science (AAAS) Program, "Science-A Process Approach," is incorporated into the curriculum. Thirty teachers are selected from the school system to participate in a three-week summer workshop and Saturday sessions. The teachers receive a concentrated orientation to the process approach in terms of content, methods, and materials. These thirty teachers then return to the school system to share materials and knowledge with their fellow teachers, and to help incorporate the program into the curriculum. Portable videotape recorders are used, both in the teacher workshops and in participating classrooms.

Director
GUIDANCE AND COUNSELING SERVICE
Camden, Maine

102

PURPOSES:

The primary aim of the program is to encourage rural youth to discover their potential and to seek opportunities to develop them to their fullest extent.

PROJECT ACTIVITIES:

A mobile unit has been established to provide guidance and counseling services to students in grades 1-8 in a rural area. Local surveys have indicated that many of the gifted youth of the community accept menial employment due to low-level aspiration and lack of vocational guidance. Emphasis is placed on (1) comprehensive guidance, counseling and home visits through a planned program of social needs developed cooperatively with parents, families, and social community agencies, (2) remedial instruction, (3) special programs for academic subject fields, (4) cultural education, (5) study areas and library services for after school hours, (6) new media, (7) special education, (8) community involvement, and (9) general followup of students in the area of continued schooling and vocational choices.

Director
OPERATION TREASURE HUNT
Wiscasset, Maine

PURPOSES:

To establish a mobile resource unit to bring cultural enrichment to isolated rural areas.

PROJECT ACTIVITIES:

The project should widen the experiences of the rural child and make him aware of the vast cultural heritage of the area surrounding him. The program offers an interdisciplinary approach in five main areas of enrichment - history, art, drama, crafts, and music. The mobile unit features supplementary programs offered by local musicians, drama groups, and artists. History is presented through creative dramatics, arts, and crafts through actual involvement and personal guidance. Local professionals visit as friends, not celebrities. Wider use of educational television has been planned. Close cooperation is maintained with local historical societies, and field trips are scheduled. The mobile unit is an integral part of each school system with the staff in full force working in one section at a time. Five-week units are planned with workshop sessions scheduled during the interim periods for evaluation and further planning.

104

Director
FINE ARTS
Elko, Nevada

PURPOSES:

The project needs of the schools are studied in all areas of curriculum and of staff development, with particular emphasis on cultural enrichment and fine arts.

PROJECT ACTIVITIES:

A curriculum development program is planned and conducted for a school district in an isolated area. Teacher workshops are held to introduce new curriculum approaches and teaching methods for the coming school year. Educational leadership is provided to develop a more closely knit teaching system. A four-wheel drive vehicle has been purchased, so that all schools in the district can be visited regularly.

105

Director
VIRGIN VALLEY DISSEMINATION AND STAFF TRAINING PROJECT
Mesquite, Nevada

PURPOSES:

The teaching staff of a rural high school participates in an inservice training program to learn and develop new teaching methods, materials, and techniques.

PROJECT ACTIVITIES:

Substitute teachers and teacher aides are provided to release participating teachers to attend training sessions and meetings and to visit other schools. Each year the total staff attends a one-week workshop in which one-third of the staff works on curriculum studies and materials, one-third attends summer classes, and another third teaches summer workshops. Techniques studied include (1) nongraded systems, (2) instructional groupings, (3) continuous progress curriculums, (4) new staffing patterns, (5) flexible scheduling, and (6) use of facilities to promote independent study. The teachers implement these projects during the regular school year.

Director
COOPERATIVE PROGRAM IN SPECIAL EDUCATION
Las Vegas, New Mexico

106

PURPOSES:

A special education program has been established in a bicultural, economically disadvantaged rural area.

PROJECT ACTIVITIES:

Diagnosis, treatment, and educational planning is based on individual needs of children who are functioning at a mentally retarded level for various reasons. Cooperative agreements are established between school districts and all state agencies and institutions for disabled children. Consultants are brought to the area to develop the following areas of emphasis - (1) identification and evaluation of students needing special education, (2) program development through organization of classes and administration of the program, as well as through planning of curriculum guides, materials and techniques, and (3) research to develop continuing projects evaluating each facet of the program. Research projects are initiated to explore different approaches to learning. Inservice programs are for personnel participating in the project.

Director
SUPPLEMENTARY EDUCATION CENTER
Bottineau, North Dakota

107

PURPOSES:

Three mobile resource centers have been established to serve a sparsely populated rural area.

PROJECT PURPOSES:

A mobile vocational services and materials resource center offers guidance and counseling, distributes films, books, and other audio-visual materials. The counselor works closely with the vocational agriculture teacher to provide after-school and summer programs for students and adults. A mobile library and instructional communication services center serves as a means for distribution of library materials and for inservice training for teachers in the field of instructional communications. The library is opened to adults. A third mobile van offers an instructional curriculum development program which assists the schools in developing systematic educational improvement programs and in planning organized inservice growth for their staffs. Advice is given in the areas of instructional improvement, selection of materials, utilization of human resources, and test selection and interpretation. The mobile units visit all communities on a prearranged schedule.

Director
COOPERATIVE EDUCATIONAL SERVICE CENTER
Heber City, Utah

108

PURPOSES:

To establish a cooperative education service center for a rural area.

PROJECT ACTIVITIES:

A cooperative education service center has been established for a rural area to (1) raise the competency level of teachers and administrators through inservice education programs, (2) design and test new curricular programs, (3) develop program models, and (4) establish interdistrict use of specialists and materials. Inservice training includes summer workshops in such areas as language arts, mathematics, cooperative learning plans with nearby higher education institutions, leadership training programs, and visitations to other schools. Language arts curriculum is developed through the employment of a full-time specialist to implement new programs and through the use of a small mobile unit housing language arts materials. Mathematics programs using individualized instruction have been developed and implemented. A curriculum resource center is established to acquire and supply instructional media for inservice training. Other areas of possible cooperative service are explored.

Director
SOUTH CENTRAL EDUCATION SERVICE UNIT
Bedford, Indiana

109

PURPOSES:

An educational service center has been established in a sparsely populated rural area.

PROJECT ACTIVITIES:

A curriculum developmental and media utilization language arts program is administered through a mobile demonstration lab. Two teachers from each district are appointed to serve as links between project staff and the individual school. A systems approach to cooperative inservice training and to leadership training in curriculum development has been initiated. A pupil personnel services program, utilizing mobile counseling units complete with staff and equipment, provides supplementary guidance services aimed at assisting schools to develop their own guidance programs. The existing mobile counseling unit has been phased out. An administrative leadership development program has been initiated to overcome a reluctance to accept innovation among present administrators.

Director
PROJECT PROBE
135 Old Main
State University College
Oneonta, New York 13820

PURPOSES:

Project Probe, funded under Title III, E.S.E.A. Act of 1965, originally was designed to develop innovative ways to meet the needs of its rurally disadvantaged student population in the following areas:

1. Economics Education K-12
2. Science Education K-12
3. Social Studies Education K-12
4. Education in Rural Government
5. Utilization of Museums as Teaching Resources

PROJECT ACTIVITIES:

Currently, the economics education component is the only one which has been funded. The basic objectives of this program are:

1. To increase the knowledge and skills of social studies and elementary teachers in the context and teaching methodology of economics concepts and problems, particularly of the rurally disadvantaged, by means of TV courses, inservice courses and workshops.
2. To design an economics curriculum K-12 utilizing the New York State new curriculum guides, specifically for the rurally disadvantaged student in the Probe area.
3. To implement the experimental curriculum in model schools; revise it; disseminate it for use in the Probe area.

111

Director
CULTURAL OPPORTUNITIES RESOURCE CENTER
Marshall, Minnesota

PURPOSES:

Cultural enrichment offered to elementary and secondary school students in a rural area through expanded programs in dramatics, music, and art.

PROJECT ACTIVITIES:

Culminating experiences are provided through professional performances and exhibits. Since the regular staff is responsible for most of the learning activities, inservice training receives the highest priority. The dramatics program features performances of childrens' theater for elementary schools, performances for students and adults by a touring university theater group, and direction of a community play by a professional director. The music program offers youth concerts by chamber music ensembles, clinics for high school and instrumental performance, and music literature clinics for vocal and instrumental directors. The art program is highlighted by touring exhibits in secondary schools, an artist-in-residence for a one-week series, and an areawide art exhibit displaying works by school and adult artists.

112

Director
EDUCATIONAL AND CULTURAL ENRICHMENT PROJECT
Macomb, Illinois

PURPOSES:

Centers to provide educational and cultural enrichment, improvement of curriculum, administrative organization, school services, activities, and cultural experiences. One or more centers are planned to provide an optimized program in one subject area, such as science, foreign language, or American heritage. Alternate studies are made of bringing psychological, health, supervision, and learning services to the students.

PROJECT ACTIVITIES:

Activities include:

a. Analysis of needs, strengths and weaknesses.
b. Inventories of community historical and cultural resources.
c. Identification of physical facilities adaptable to the area centers.
d. Bus routing
e. Flexible class scheduling.
f. Identification of ways to raise the cultural and educational sights of the communities.

Director 113
DEVELOPMENT OF PRESCHOOL AND PRIMARY CHILDREN
Alturas, California

PURPOSES:

A preschool program has been provided for the effective development of preschool and primary children in an isolated mountainous rural area. In coordination with the staff of two headstart programs, the planning staff uses consultant assistance in child development and school curriculum to develop a preschool program for all socioeconomic levels.

PROJECT ACTIVITIES:

Consideration is given to (1) identifying strengths and compensating for weaknesses of rural preschool children, (2) articulation of the program with Headstart projects, (3) instituting parental involvement in preschool cognitive development, and (4) evaluation and articulation with the regular school program. A child counselor screened and assessed the developmental levels of kindergarten and first grade students and explored means of preventing pupil failure through home-school interaction.

Director 114
REGIONAL SERVICE CENTER TO HELP HANDICAPPED CHILDREN
Pulaski, Virginia

PURPOSES:

Program results in general upgrading of the quality of education in the project area. Diagnostic, remedial, and preventive services are offered to the physically, mentally, emotionally, and/or educationally handicapped child.

PROJECT ACTIVITIES:

Professional evaluation and therapeutic services for all school age children as soon as symptoms of mental or physical problems become apparent. Maintenance of the best possible home and school environment to provide challenging experiences for mentally retarded or emotionally disturbed children. Diagnostic services are provided for identifying and remediating learning difficulties. Speech therapy by professional therapists, followed up by the regular classroom teacher. Interchange of information among all specialists and agencies.

Director
REDEPLOYMENT OF THE SCHOOL STAFF
Dobson, North Carolina

115

PURPOSES:

Team teaching, using an ungraded approach for grades 1-8 is explored to improve weaknesses in a predominantly rural county school system.

PROJECT ACTIVITIES:

Team planning, team teaching, team evaluation, and a study of staffing patterns are emphasized in two model ungraded schools for grades 1-4. Teacher aides are used to free teachers for planning time to study new methods, to appraise more effectively the students' needs, and to individualize the instructional program. For instruction, students in grades 1-4 are divided on 12 to 16 different flexible levels depending on range of scores on test results. Flexible scheduling is also used. A study of the assignment of staff and the organization of the school in grades 5-8 is conducted during the school year. Emphasis is given to exploring staffing patterns that better use the talents and personalities of individual teachers. A two-week college credit summer course is offered free to all elementary teachers by a nearby university. A workshop is held for participating teachers for one week prior to the opening of school.

Director
INNOVATIVE PRACTICES IN TEACHING OF ENGLISH
Meadville, Pennsylvania

116

PURPOSES:

English curriculum in the secondary schools of a rural area has been revised to include linguistics, rhetoric and composition, and literary criticism.

PROJECT ACTIVITIES:

Linguistics instruction covers the history of the English language, levels of usage, dialects, and semantics. New vistas in content and methodology of secondary English instruction are explored. Cooperative exchange of ideas and experiences will be stressed among English teachers, extensive inservice training is offered to English teachers via ten 2-hour workshops each year in the three phases of English - linquistics, rhetoric and composition, and literary criticism. Teachers are encouraged to do further graduate work in their field and attend NDEA English Institutes.

Director
PUPIL PERSONNEL SERVICES FOR UNION COUNTY SCHOOLS
Union, South Carolina

117

PURPOSES:

Pupil Personnel Services have been introduced in a rural area characterized by a high dropout rate and low-level parental aspiration.

PROJECT ACTIVITIES:

Special programs are provided to assist teachers, students, and parents in helping the students achieve their potential physically, socially, mentally, and emotionally. The programs include counseling, testing, speech correction, remedial and developmental reading, physical education, health services and education, psychological services, social services and special instructional services. A kindergarten program has been introduced. A pupil-oriented curriculum has been developed, which will focus on early identification of interests and needs of all pupils. An elementary guidance program has been instituted. Parent counseling is provided on a limited basis. Emphasis is placed on vocational exploration through audiovisual presentations and instructional materials, as well as through field trips to local industries. Individual pupil data is studied and research expanded in such areas as selective service failure, dropouts, occupational choices of graduates, and relation of socioeconomic status to school failure. Inservice training is intensified, and visitations to other programs have been made. Adult education below grade 8 is offered.

Director
PROJECT REACHIGH
Clarksville, Tennessee

118

PURPOSES:

Research into action for the Highland (Reachigh) Project has been initiated to bring multifaceted educational and cultural development to a 16-county rural area.

PROJECT ACTIVITIES:

Changes in curriculum, instruction, teaching, and learning are brought about by conducting five programs - (1) RISE - Reachigh Inservice Education, (2) REAP - Reading Enrichment Activities Program, (3) STEPS Steps Toward Exemplary Psychological Services, (4) EXCITE - Exemplary Centers for Innovative Experience, and (5) CAP - Cultural Activities Program. The program is articulated in an inderdisciplinary approach, including the provision of observation/participation demonstration situations for inservice training (project RISE) through project EXCITE.

Demonstration centers and a mobile reading lab were established through the efforts of projects EXCITE and REAP. Psychological services (Project STEPS) are developed by training and employment of specialists to support the participating school systems. Cultural enrichment is taken directly to the students by project CAP through traveling art exhibits, music programs, and childrens' theaters. EXCITE includes the establishment and operation of six early childhood multiage centers to offer kindergarten experiences to children, age 4-6, with partial funding from the Office of Economic Opportunities.

Director
THREE RIVERS ACTIVITIES CENTER FOR EDUCATION 119
Lake City, Florida

PURPOSES:

Physical education equipment and services are provided through the establishment of a resource center for elementary schools in a sparsely populated six-county area.

PROJECT ACTIVITIES:

Implementation includes a demonstration workshop technique involving inservice training. During a one-week summer workshop teachers receive instruction in the administration of physical fitness screening tests, in the establishment of perceptual motor skills, and in new techniques including physical education activities for retardates. Specialists in movement education introduce teachers to movement exploration activities and equipment. The program is designed to break away from the traditional supervised-play pattern and to introduce activities that complement and facilitate learning in other phases of the curriculum. Racquet sports, bowling, and golf have been introduced at the secondary level. A portable pool is used to teach swimming at selected schools. Emphasis is placed on swimming for survival. Special facilities were installed in all school centers and include equipment commonly known as a challenge course. Music and art instruction are correlated with physical education activities when appropriate. Outdoor programs were instituted to develop recreational and camping skills along with an appreciation of natural resources.

120

Director
DIAGNOSTIC AND LEARNING LABORATORY
Pocatello, Idaho

PURPOSES:

Diagnostic and remedial services are provided to children experiencing learning difficulties through a center serving a semiurban/rural three-county area.

PROJECT ACTIVITIES:

The major emphasis of the project is (1) diagnosis of learning disabilities, (2) relating of diagnosis to remediation, and (3) providing strong inservice and preservice instruction for teachers. The staff includes such specialists as speech and hearing therapists, psychological examiners, counselors, physiotherapists, social workers, and educational therapists. The central unit provides testing services and classroom space for three teaching stations. A mobile van has been purchased for diagnostic service work in outlying areas. Participating districts provide and equip seven classroom units to serve as teaching stations. Diagnostic procedures are designed to enhance a multidisciplinary approach. Professional recommendations are relayed to the teacher for classroom implementation. Treatment programs include adaptive treatment provided by classroom teachers based on diagnostic findings, intensive treatment provided by educational therapists in special programs, and specific remediation for individual problems provided on a tutorial basis. The program supplies evaluation and dissemination of teaching materials and coordination with university training and research programs.

121

Director
REMEDIAL READING MOBILE LABORATORY
Skowhegan, Maine

PURPOSES:

Remedial reading services are offered in a rural area through a mobile laboratory.

PROJECT ACTIVITIES:

The reading laboratory is equipped with teaching machines, television, and film and slide projectors to meet the needs of underachievers in grades 1-8 in a small school district with multigraded self-contained classrooms. Reading disabilities of referred students are tested through standard diagnostic tests. Emphasis is place on development of visual and perceptual skills needed for easy word recognition and more fluent reading. The feasibility of establishing control groups, one using a linquistic-phonetic approach to reading and other standard remedial procedures, is being studied. The cultural level and aspirations of children and parents should be improved by the opening of new vistas through acquisition of reading skills.

122

Director
CLINICAL REMEDIAL SERVICES CENTER
316 Mockingbird Lane
P. O. Box 511
Sallisaw, Oklahoma 74955

PURPOSES:

To establish diagnostic and corrective services for speech defects, poor vision and hearing, deficiencies in reading, emotional disorders; and to establish special classes for the educable mentally retarded and trainable mentally retarded; and provide inservice training for classroom teachers to help them identify, refer, and instruct students with learning disabilities.

PROJECT ACTIVITIES:

Among procedures used are (1) diagnostic services, (2) remedial programs, (3) and clinical techniques. A staff of professional personnel representing specialized areas of psychology, speech, and audiology, social work, medicine, reading, and counselor education. An administrative staff has been selected to organize and direct the diagnostic and remedial services curriculum program. Student need is determined by school records, case studies, teacher surveys, and achievement test results. Areas assessed are sensory motor areas, perceptual motor areas, language areas, higher thought procedures, emotional and social development.

123

Director
PROJECT CHILD
Chardon, Ohio

PURPOSES:

A comprehensive program of pupil personnel services has been developed to focus on the prevention and early correction of learning difficulties for students in a rural county area.

PROJECT ACTIVITIES:

The specialist resource team attacking learning problems includes the classroom teacher, elementary guidance counselor, social worker, attendance coordinator, psychologist, speech and hearing therapists, doctor, nurse, and dental hygienist. Special service personnel is assigned to school districts on a geographic and student ratio basis to develop long-term relationships with particular school staffs. Program services include (1) identification of individual differences through diagnostic medical services, psychological testing, and guidance screening techniques, (2) removal or reduction of learning blocks through counseling, specialized instruction, therapy, and/or home contact by the social worker or attendance coordinator, (3) early identification of school maladjustment symptoms and provision of remedial measures, (4) promotion of growth traits characteristic of quality school performances, (5) improvement of communication lines between home and school, and (6) provision of education, vocational, and personal counseling for students and out-of-school persons. A centralized referral system serves as a repository of all special services reports.

Director
OPERATION SPECIAL EDUCATION
Aiken, South Carolina

124

PURPOSES:

A training center for special education teachers has been established in an urban/rural area.

PROJECT ACTIVITIES:

The center also serves children identified as educable mentally retarded, trainable mentally retarded, and having special learning difficulties. The building is situated adjacent to a regular elementary school, and special education students share playground and cafeteria facilities with the other students to enhance social interaction. Twelve teachers have been selected for inservice training in special education. Preservice training at the center is offered to candidates from a nearby university. The center staff includes three resource teachers, two psychologists, four pupil personnel workers, and neurological, psychiatric and pediatrics consultants.

Director
HIGH SCHOOL ELECTRONICS PROGRAM
Athens, Texas

125

PURPOSES:

An electricity-electronics laboratory has been established in a rural school system to offer industrial arts education as part of the high school curriculum and to train future technicans for jobs in local industries.

PROJECT ACTIVITIES:

Close cooperation between industry and school is stressed. Prevocational students are given manipulative experiences that will acquaint them with tools and equipment used in the electrical-electronics field. Basic work in mathematics as applied to electricity and electronics is reviewed. Trainees study various job classes or opportunities in the field. Home projects are encouraged for able students. Students are bussed from several small schools to the project center.

Director
DEVELOPMENTAL READING SKILLS FACILITY
Nottoway, Virginia

126

PURPOSES:

Developmental and remedial reading services are provided by a reading center for students, grades 1-12, in a predominately rural area.

PROJECT ACTIVITIES:

The program focuses primarily on those students in the top and bottom thirds of their grade level. Some 150 retarded children in special education classes are also included. Disabled and advanced readers are referred by school faculty to the center for diagnostic testing. Parent interviews are held and case histories developed. Developmental and corrective instruction are provided to small classes of no more than ten students for a minimum of three hours a week. The classes are conducted six days a week in a year-round program. Reading programs are geared to individual needs through a multimedia approach, and individual lesson scheduling is used. Class time includes opportunities for browsing, creativity, and classroom remedial or enrichment instruction. Specialists from the center travel to the schools to provide instruction in the classroom. Teachers administrators, and supervisors take part in seminars and group discussions and participate in the learning and teaching of the reading process. Inservice training includes techniques of recognizing reading readiness, methods of determining proper instructional levels, and ways of developing critical thinking and word recognition skills.

127

Director
LEARNING RESOURCES CENTER
Princeton, West Virginia

PURPOSES:

A regional resource center has been established to upgrade teacher skills, provide cultural experiences for students, and stimulate change in a rural mountainous area.

PROJECT ACTIVITIES:

Specialists are employed in the areas of mathematics, science, reading, language arts, social studies, music, art, audiovisual aids, guidance services, and dissemination of educational information. The specialists work with county school officials, principals, and teachers in program planning, curriculum organization, and development. Surveys are conducted to determine teacher training areas, and the specialists organize and direct workshops and needed training courses. Music and art specialists concentrate on arranging for exhibits and performances to bring cultural enrichment to students throughout the region. An educational information specialist has the primary responsibility of keeping professional staffs in the region informed concerning the operation of the project with particular emphasis on exemplary programs. The information specialist also serves as editor of a professional publication to be mailed periodically to all teachers. A complete library of current educational publications has been developed. Demonstration teaching projects are conducted in a local school to provide observation of new techniques to school officials and staff.

128

Director
DEVELOPMENT CENTER FOR EXCEPTIONAL CHILDREN
Caldwell, Idaho

PURPOSES:

An educational service center has been established to provide special education services to exceptional and educationally disadvantaged children in a predominantly rural two-county area.

PROJECT ACTIVITIES:

Curriculum has been developed for migrant, retarded, and other educationally disadvantaged children from early childhood through high school, with particular emphasis on language development. Pupil personnel services are initiated to include identification, evaluation, therapy, counseling, and referral services. Professional and paraprofessional preservice and inservice training programs are conducted. Such programs include training of teacher aides, practicum for teachers of migrant and exceptional children, and internships for graduate trainees in special education, school psychology, speech and hearing, and social work. Adult education programs are directed towards parents of exceptional children, migrants, and ex-migrants. Additional programs are focused on encouraging the recognition of migrants, the retarded, and their interrelationship with the community. A consultant service has been established through which specialists not on the center staff provide supplemental services on a continuing basis. The development of similar supplementary centers throughout the interdistrict area are being promoted.

Director
EDUCATIONAL IMPROVEMENT CENTER
Parsons, Kansas

129

PURPOSES:

Educational television programing has been expanded and improved to serve elementary students in a disadvantaged rural area.

PROJECT ACTIVITIES:

Research specialists/television teachers are employed to prepare three twenty-minute videotaped lessons each week. Copies of these lessons are placed in a cooperative tape bank, which provides tapes for replay in all participating school districts on a request basis. The taped lessons are later offered as part of adult basic education classes. Curriculum improvement and extension have been planned in cooperation with a nearby educational laboratory in the state university. Each superintendent submits to the project director a list of curriculum areas he desires to extend or innovations he desires to implement, and priorities are assigned. Inservice teacher education is conducted, with emphasis placed on elementary methods and techniques. Part-time consultants from the educational laboratory conduct surveys of present teaching techniques, materials, and equipment in each school system at each grade level of his specific curriculum area. A format of inservice training needs are designed from the surveys. A series of classroom teacher and studio teacher opinionnaires are developed to facilitate the continuous exchange of information throughout the year.

Director
EDUCATIONAL SERVICE CENTER
St. Cloud, Minnesota

130

PURPOSES:

An educational services council has been established to serve a 15-county area.

PROJECT ACTIVITIES:

Project staff coordinate all area resources for solutions to educational problems, with special attention being given to (1) learning disability cases, (2) curriculum leadership, coordination, and stimulation, (3) instructional improvement in isolated rural schools, (4) family life and sex education, and (5) cultural enrichment. A child evaluation center has been established and staffed by a part-time team of specialists. A central media/curriculum development center has been instituted. The initial phase is concerned with a new mathematics curriculum. A professional library of mathematics materials serves as a basis for inservice courses and demonstrations. A master teacher plan has been devised. An interdisciplinary three-year sequence of senior high school science has been structured on the concept of energy transformation. Nongraded primary schools, stressing individualized curriculum as a result of diagnosis of each child's characteristics, has been introduced. A fused curriculum for family life education for grades K-12 has been designed. A fine arts program and an electronic data processing commission has been established. The council provides leadership in all areas of educational research and experimentation in the region, with emphasis on greater interaction and communication between schools.

Director
MOBILE UNIT OF INSTRUCTION
Perryville, Missouri

131

PURPOSES:

A mobile instructional unit brings music and art education to students in a rural area.

PROJECT ACTIVITIES:

The unit visits each classroom once a week. Two fine arts teachers and a driver/teacher aide travel with the unit. The van is equipped with all materials necessary for instruction in music and art - a filmstrip projector, an organ, an overhead projector, a film projector, an opaque projector, a phonograph, and a tape recorder. An adequate supply of such audiovisual aids as filmstrips, records, art media, and transparencies are also provided. Additional field trips, concerts, and other cultural enrichment programs will be arranged, if feasible. Existing library materials are used to supplement the project. Program evaluation includes the administration of standardized tests in the area of fine arts and observation of involvement in individual and group activities in the fields of art and music.

132

Director
UNITS OF EDUCATION BY MOBILE CLASSROOMS
Fremont, Nebraska

PURPOSES:

A mobile unit has been acquired to bring special education services to a rural area.

PROJECT ACTIVITIES:

A preliminary project involves two itinerant speech therapists, who will cover a two-county area. The mobile unit is equipped with an overhead projector, an audiometer, an auditory trainer, tape recorders, headphones, a speech master, and a record player. The two therapists work together, exchange case loads, and conduct professional consultations with parents and teachers. Followup studies are made to determine whether (1) time lost on the road can be justified for the number of students helped, (2) the units can return often enough to the schools being serviced to meet state requirements, (3) the motivational feature of the motorized classroom is an additional factor of a learning situation, (4) isolation from normal school sounds can make a marked contribution to student learning, (5) two itinerant teachers can provide better results in the speech therapy program than those obtained by one therapist working alone within the school, (6) advantages can be gained by shifting individual students between instructors, (7) motorized mobile classrooms are practical in extreme winter weather conditions, and (8) itinerant service will only perpetuate small, ineffective school districts. The attitudes of children receiving therapy, their parents, the regular classroom teacher, and the school administrators are closely studied.

Director
NORTHEASTERN NEW YORK CENTER
Malone, New York

133

PURPOSES:

Diagnostic and remedial services have been initiated for students with learning difficulties in a predominantly rural three-county area.

PROJECT ACTIVITIES:

A center has been established and staffed by a clinical psychologist, a psychiatric social worker, and a reading clinician, with a consulting psychiatrist and a physician on a part-time basis. Public and non-public school students and preschoolers with learning difficulties are referred to the center upon the recommendation of their school, pediatricians, or other qualified persons. Preference is given to elementary students if the volume of applications is large. The Center staff consults with school officials to ascertain the individual student's problem, previous diagnostic measures, and other additional data. Based on the background information, necessary center services are provided and the results, with recommendations, made available to the student's school. Individualized and specialized programs are developed for the student. Followup measures are taken. A continuing program of education is conducted for school staff, parents, and members of various interested public and private agencies to assure implementation of necessary procedures. Inservice programs are provided to acquaint school staffs with the necessary information for proper screening of candidates for referral and to upgrade individual teacher skills and knowledge in working with these particular student types.

Director
UPPER DESLACS GUIDANCE CENTER
University of North Dakota
Grand Forks, North Dakota

134

PURPOSES:

Guidance and counseling services for elementary school children have been introduced in a rural area through the use of a mobilized unit.

PROJECT ACTIVITIES:

Emphasis is placed upon parental counseling of both elementary and preschool children, including home visitations by guidance personnel. The preschool guidance program is designed to (1) assess the socio-economic and educational background of children, (2) alert the school to special emotional or medical problems which these children may have, and (3) assist parents in understanding the value of a good education for their children. Films, books, and other guidance materials are offered to parents. The guidance program for elementary schools is oriented toward self-discovery, adjustment, and awareness of the world of work. An interdisciplinary approach, stressing occupational information in the study of history, geography, and social studies is utilized. Inservice training programs for teachers are offered to acquaint teachers with the philosophy and methods of elementary guidance.

135

Director
COTEAU HILLS RESOURCE CENTER
Ellendale, North Dakota

PURPOSES:

A resource center has been established to bring educational/curricular change to a rural area through an articulated series of test projects and supplementary services for participating school districts.

PROJECT ACTIVITIES:

Project staff (1) stimulate through workshops, seminars and visitations, a nucleus of interested and informed local teachers and administrators, who act as liaison personnel, (2) train, with this nucleus and in cooperation with a nearby university, other staffs in participating schools, (3) develop instructional programs, and (4) raise the level of awareness of new projects in other areas. The first test project involves two mobile modules, one housing electronic equipment and the other offering power mechanics, which will bring mobilized vocational education for grades 8-12 to two school districts. Each module is retained for one semester in each school. Inservice and preservice education for teachers is stressed, since half of the teachers in the area are noncredentialed. A visitation program to demonstration/model classrooms has been developed. An intern program of preservice education has been expanded to strengthen the lines of communication between schools, college, and the resource center, and to promote the implementation of educational innovation. Other test programs include (1) a cultural awareness program for all students, (2) an occupational preparations and continuing education program, and (3) a nurse-health education program.

Director 136
SOUTHEASTERN EDUCATIONAL EXEMPLARY KOMPACT (SEEK)
Marietta, Ohio

PURPOSES:

Diagnostic and remedial services are provided by an educational service center with mobile units for a sparsely populated three-county area.

PROJECT ACTIVITIES:

Staff assistance is provided in the areas of reading, speech correction, guidance, psychological services, social work, inservice training, school health programs, other federal projects, and in initiating the development and operation of prototype programs. On-the-spot services are provided by crews of specialists in two mobile trailer units. Students in grades 2-12, who are at least two years below their grade level placement, are referred to the mobile unit staff by classroom teachers. The staff of specialists diagnose reading difficulties, provide remedial services, and recommend steps to be taken by school officials and teachers. A high school developmental reading project is conducted at one high school, available to all students in grades 9-12 on a voluntary basis, to diagnose and improve reading achievement. Inservice training is conducted for teachers and administrators in such areas as reading instruction, curriculum improvement, and other federal programs. Center staff recommend methods, techniques, and materials to be used, both on a group and on an individual basis, to help the teacher and the student in the classroom.

Director 137
UPPER CUMBERLAND
Livingston, Tennessee

PURPOSES:

Inservice training, vocational guidance, and cultural enrichment is provided by Project Cumberland to create a more effective learning environment for students in a sixteen-county sparsely populated, rural mountainous area.

PROJECT ACTIVITIES:

Sensitivity training, using the problem solving approach, was given to 150 principals and teachers during a three-week summer session - (1) to encourage reassessment of their attitudes concerning professional responsibilities toward the student, and (2) to foster attitudinal change when indicated. Participants are involved in the identification of pupil behavior problems and the development of solutions to meet them. Guidance and counseling services were introduced in one elementary and one junior high school, with one counselor provided for each 200 students. The counselor (1) works with students individually and in groups, (2) familiarizes school faculty with the program, (3) developed a library of vocational films and literature, and (4) works with parents in assessing student needs. Creative development in art, music, and drama has been implemented through the employment of one teacher for each field in two elementary schools and one high school. Each teacher works with community groups at least two nights a week to stimulate interest in the program. Exhibits of arts and crafts, and live performances in music and drama provide further opportunity for aesthetic experiences.

Director 138
EAST TEXAS EDUCATIONAL SERVICES
Nacogdoches, Texas

PURPOSES:

The services of guidance and instructional personnel are directed toward staff development for the improvement of learning opportunities in a predominantly rural six-county area.

PROJECT ACTIVITIES:

Increased services to students are used as tools in improving the teaching competency and efficiency of educational staff in participating schools. Staff development programs are conducted at the local level within single systems, and on a broader scale, with cooperative programs involving two or more school systems in one activity. A counselor and an instructional consultant have been assigned to local school systems to (1) assist local staff in identifying and diagnosing learning difficulties of students and in developing remediation programs, (2) provide personal and group assistance to teachers, and (3) work with local inservice programs. Demonstration projects are being conducted in three school systems, selected because they represent characteristics of other schools in the area. Two school systems are located in rural communities, with grades 1-8 in one school not integrated at the present time. The third school system, in an urban community but serving a large surrounding rural area, are undergoing a complete evaluation of the school program. Additional demonstration projects will be evolved for two urban elementary schools.

Director
OKALOOSA-WALTON CULTURAL CENTER
Valparaiso, Florida

139

PURPOSES:

A cultural center has been established in a rural area to offer a complete spectrum of opportunities for aesthetic education to all citizens.

PROJECT ACTIVITIES:

The center houses films, slides, phonograph records, tapes, and other audiovisual aids to be utilized by area schools, service groups, and interested citizens. An adjacent repository for special equipment, such as musical instruments, has been established. Curricular programs exist in art, drama, music, and physical culture, library, and youth theater aspects of the program. Roving teachers and specialists are assigned to schools to assist in program implementation. Consultant services are provided to improve teacher skills through summer workshops, in-service training programs, and visitations. A creativity laboratory has been established to conduct research concerning the nature of the creative process.

Director
DEMONSTRATION CENTER FOR PUPIL PERSONNEL SERVICES
Conyers, Georgia

140

PURPOSES:

A demonstration center for pupil personnel services has been established to provide services to students, parents, and school professional personnel in a rural area.

PROJECT ACTIVITIES:

In addition to demonstrating space, equipment, and functions, the facility and personnel work cooperatively with several educational institutions in the training of student personnel specialist graduate students. The institutions use the center for practicums, internships, and observations. Center staff include such specialists as a school psychologist, a psychometrist, a school social worker, a school nurse, a visiting teacher, a speech therapist, a physician, a psychologist, and counselors. Emphasis is placed on the unique tasks of each specialist and the common tasks of all specialists. Services include (1) comprehensive psychological, social, and educational diagnostic assessment of students, (2) diagnostic assessment of learning disorders,

(3) multiphasic physical screening, referral, and followup, (4) vocational guidance, and (5) counseling with students, parents, and school staff. Substitute teachers are employed at intervals to release classroom teachers to attend meetings and inservice sessions conducted by center staff. The local school system has provided funds for a site and building for the demonstration center.

Director
INSTRUCTIONAL MATERIALS PRODUCTION CENTER
Seward, Nebraska

141

PURPOSES:

A service-oriented instructional materials center has been established in a rural area.

PROJECT ACTIVITIES:

Teachers are aided in developing the basic skills needed to help them approach the newer educational technology with greater confidence. Emphasis is placed on the production of materials rather than on the use of prepared materials collected in a depository. Center staff travels to all schools in the district to work with individual teachers before school, during school, and after school on specific teaching problems. Early inservice instruction was focused on visualization techniques, such as basic graphic skills. The social studies curriculum was selcted as a test project to demonstrate how instruction can be improved through visual presentations. The center includes a basic professional library, a corps of resource people, and a supply of curriculum materials and equipment that individual schools cannot afford.

Director
SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES
Devils Lake, North Dakota

142

PURPOSES:

Mobile vocational, guidance and counseling services are provided to schools in a sparsely populated rural area.

PROJECT ACTIVITIES:

Special services have been initiated for American Indian students (BIA) to build strong attitudes for furthering education and bridging the gap with the dominant culture. Area schools are successively selected for participation during a three-year period on the basis of need, interest, and physical location. A team of two vocational teachers work mornings at one school and afternoons at another. Vocational classes include clothing or office machine training for girls and woodworking or drafting instruction for boys. Guidance counselors work with the students in fifteen schools and are responsible for the dissemination of vocational information, general counseling, and testing. A school social worker, an Indian guidance counselor, and an Indian affairs specialist work on the reservation with local education personnel and BIA employees to increase the holding power of schools and reduce the dropout rate. A six-week residential summer session will be held at a local junior college for thirty Indian students to orient them to off-reservation living, introduce them to the school system, and enlarge their background experience. Inservice training is conducted to change teacher attitudes toward disadvantaged students.

Director
EXEMPLARY EDUCATION IN ENTERPRISE
Redding, California

143

PURPOSES:

A demonstration learning center introduces model programs from schools throughout the educational world to teachers in a mountainous rural seven-county area.

PROJECT ACTIVITIES:

Advanced classes in methods and techniques were unavailable to many teachers because of distance and hazardous traveling conditions. A demonstration school has been established in a centrally located small community to provide a controlled situation in which to scientifically administer and evaluate educational materials and methods. Teachers both observe and teach at the center to insure thorough acquaintance with current educational practices. Other operational programs are visited to identify approaches to be adapted for use at the center. Materials and techniques, developed by teachers and consultants to meet local needs, are screened, field tested, duplicated, and disseminated to regional schools. Demonstrations include (1) the effectiveness of cluster instructional facilities, (2) team teaching in ungraded schools, (3) ungraded instructional materials, (4) individualized programs in language arts and social studies, (5) teaching techniques to be used with handicapped children, (6) classes for the gifted, and (7) evaluation techniques. Followup evaluation is made to determine the extent to which visiting teachers use observed techniques and materials in their home districts.

Director
PROJECT ADJUSTMENT CENTER
Marion, Illinois

144

PURPOSES:

Handicapped children in a rural county area are identified and special education services developed for them.

PROJECT ACTIVITIES:

A clinic has been established to serve as a demonstration center for a twenty-county area. Diagnostic and therapeutic services are provided by a staff of specialists, including psychologists, social workers, speech and hearing therapists, a school administrator, a psychologist intern, and a nurse. Part-time dental, medical and psychiatric services are contracted, with other referral services used on a consultive basis. Children are referred to the clinic by their districts for diagnostic evaluation. A total of fifteen classes are established in local schools for the educable mentally handicapped, the trainable mentally handicapped, the socially maladjusted, the emotionally disturbed, and for children with learning disorders. A class of maladjusted children has been established at a nearby university to be used for student teacher training and for research. Various speech and hearing assignments are made on an individual basis. All handicapped children that cannot be accommodated by the project are referred to available state and county services. Inservice training has been developed and consultive services provided for teachers at the clinic after school hours. A working program of communication between school, home, community, and clinic has been built and implemented.

Director
CONTINUOUS CURRICULUM DEVELOPMENT
Goshen, Indiana

145

PURPOSES:

The process of curriculum development in a newly organized rural school district is being studied to develop an ongoing pattern of curriculum improvement.

PROJECT ACTIVITIES:

The interaction of faculty, community, and student groups receive major emphasis. The group process technique is used to (1) aid in professional growth of the staff, (2) assist the community in defining their educational goals and objectives, and (3) create a climate for the growth and emergence of leadership in faculty, students, and patrons. A curriculum has been designed to recognize the individual, place emphasis on development of self-concept, and allow each child to select and work toward his individual goals in a democratic way, while recognizing his privilege and responsibilities to his fellow man. First year activities include planning and mobilizing the community and school in test projects. The process by which problems are approached is recorded, analyzed, and evaluated. A professional library has been established, consultant services used, and visits made to operating programs by faculty, community, and students. During the second year, curriculum ideas developed in test projects will be introduced in the classroom. During the third year, community attitude changes will be measured and individual growth of faculty and students assessed.

Director
MOUNTAIN TOP
Chester, Massachusetts

146

PURPOSES:

A modern mobile classroom has been introduced in an isolated area.

PROJECT ACTIVITIES:

The mobile unit is used to (1) conduct in-transit classes to supplement and enrich curriculum offerings, (2) bring artists, concerts, and plays to the rural towns, and (3) transport students to educational, cultural, and vocational centers, such as hospitals and Air Force bases. The modern mobile classroom is equipped with audio-visual aids, so that students will be able to learn while traveling. The director makes a prior visit to each center so that teachers and students understand what will be gained from the visitation. The MMC schedule is coordinated on a yearly basis with the curriculum and activities of each participating school to allow for maximum utilization of the mobile units. The program should raise the cultural and vocational aspirations of all students and adults and should help children to become enthusiastic learners.

Director
FINE ARTS EDUCATIONAL PROGRAM
McComb, Mississippi

147

PURPOSES:

An arts center is used as a supplementary educational center for the regular school program and as an extension center for students and adults in a predominantly rural county.

PROJECT ACTIVITIES:

A companion program, entitled "Appreciation of Art," has been implemented in elementary school classrooms to serve as a feeder to the center. A music understanding program, entitled "Enjoyment of Music," has been developed for elementary and junior high school students. Program emphasis is placed on the preservation of local folk music, the performance of rural and gospel programs by students, and the development of such chamber music groups as madrigals and quartets to stimulate student interest in music. In an elementary choral program, music is explored through experimentation, discovery, creative impulse, improvisation, and the identification of musical ability within a wide range of culture. Courses in art appreciation and pictorial art are taught at night and on Saturdays as well as during regular school hours. Gifted drama students are provided speech and debate instruction at the center. Nontuition drama courses are offered to adults to fill a need for community participation. Music and drama performances are scheduled to make possible the attendance of interested parents as well as area students.

148

Director
RURAL YOUTH DEVELOPMENT
Maryville, Missouri

PURPOSES:

The educational needs of disadvantaged rural youth and correlative new teaching techniques and strategies are studied.

PROJECT ACTIVITIES:

Forty teachers were selected to attend a six-week summer workshop on the campus of a nearby university. Participants were committed to work with school populations having large numbers of disadvantaged students, and showed flexibility toward new approaches. Detailed plans have been developed for the implementation of the following test projects (1) imaginative roles for the paraprofessional in the classroom situation, (2) team teaching as a specific means for providing more individualized instruction and tutorial assistance to the educationally disadvantaged child, (3) experimental use of new tests and materials, (4) a preschool and elementary school experimental program to improve the self-concept of disadvantaged children, and organized programs to follow up on the advances made in Operation Head Start, (5) experimental programs to involve the family, and the employment of a school social worker, (6) experimental tutorial assistance programs using college students and qualified community people, and (7) cooperation of all community organizations.

Director
PROJECT CAP
Collier County Courthouse Annex
Naples, Florida 33940

149

PURPOSES:

To introduce a curriculum designed to meet the specific needs of students from a migrant/seasonal agricultural village, a rural fishing village, and a village dependent upon tourist trade.

PROJECT ACTIVITIES:

To meet the needs of all students, a team of multidisciplinary specialists are employed as learning development specialists. One specialist is assigned to each school to work with teachers, administrators, supervisors, parents, and children both independently and in groups. They are attempting to eliminate perceptual differences and develop new curricula suitable to the individual needs of the students. Intensive inservice, workshops, and seminars focused on specific innovative techniques is offered.

Director
SCHOOL PLANNING CENTER
Missoula, Montana 59801

150

PURPOSES:

"Worthwhile educational changes and improvements can come only from competent educational planning."

PROJECT ACTIVITIES:

(1) Assists productive change by disseminating materials on innovative programs, (2) brings new ideas to school districts, (3) aids school districts in their planning, (4) helps the school board interpret the long-range plans to the community, (5) encourages wide involvement of people in planning, (6) coordinates the contributions of resources and people, (7) develops educational specifications, (8) develops bond issue programs, and (9) renders any other needed assistance relevant to school planning.

Director
COOPERATIVE MEDIA SERVICES CENTER
Box 96
Hoffman, Oklahoma

151

PURPOSES:

A Cooperative Media Services Center has been established to provide instructional materials, consultant assistance, and inservice training to schools in a rural county area.

PROJECT ACTIVITIES:

Center services are organized into three main facets, (1) a curriculum materials library to acquire, classify, store, and disseminate instructional materials, (2) a production division to design and produce needed graphic instructional materials, and (3) content consultants to analyze problems or needs in such basic subject areas as language arts, reading, the social sciences, mathematics, and science. Following analysis, the consultants recommend action on the nature and types of materials to be used in classroom instruction and develop and test effective means of evaluating media services. In addition, the consultants conduct workshops to assist teachers in increasing their efficiency in the use of media materials. The content specialists travel from school to school working with individual teachers and introducing to them the various media aids available and appropriate for their particular subject, grade, and location. The classroom teacher is able to request special materials to be reproduced at the media center. Media specialists and the content specialists develop Kits of General Instructional Aids for Classroom Use.

Director
INTENSE-INTERRELATED THRUSTS TO ENRICH SCHOOLS EFFECTIVENESS
Lock Haven, Pennsylvania

152

PURPOSES:

A four-pronged program of educational change has been introduced in a rural area. Basic services include (1) data processing, (2) cultural enrichment, (3) curriculum enrichment, and (4) evaluation. A central planning agency maintains overall coordination and identifies human and material resources and programs.

PROJECT ACTIVITIES:

Interested school districts are asked to formally contract with the center for such designated data processing services as attendance, pupil placement and scheduling lists, grade reporting, bus routing test scoring, bookkeeping, and special guidance applications. The cultural enrichment program is aligned with the State Fine Arts Program and stresses student participation. A painter, a sculptor, a potter, a smith, and a printmaker are assigned to each of the elementary schools for a four-day period as an artist-in-residence. A revolving art exhibit has been established. A curriculum change project, featuring a two-week workshop for teachers at a nearby university, has been instituted to form a basic pattern and structure for change. A test project, "Oral Communications Development," has been implemented to improve communication skills. A mathematics information system (MIS) has been introduced to offer assistance to the districts in the selection, instruction, and implementation of mathematical information. The evaluation component of the center directs formal and informal sessions on research design and implementation and has assembled a library of appropriate instruments and surveys.

Director 153
REGIONAL STUDY AND PLANNING PROJECT
Smethport, Pennsylvania

PURPOSES:

Present and emerging educational needs in a rural seven-county area have been studied and plans undertaken to develop systematic solutions.

PROJECT ACTIVITIES:

With consultant assistance, planning staff (1) collects, organizes, and evaluates school and community statistics, (2) conducts supplementary surveys, (3) maintains awareness of State and National educational trends and disseminates information on them to area schools and communities, and (4) advises and assists local educational agencies in the development of plans and projects for the advancement of education. New financial, human, and natural resources are investigated. Needs are studied in the areas of (1) vocational and technical education, (2) post secondary education and community colleges, (3) consolidated, cooperative mobile school plans for rural areas, (4) preschool educational opportunities, (5) radio, TV, and mobile libraries for home/community education, (6) educational, social and psychological clinics, (7) alleviation of the teachers shortage, and (8) reorganization of school districts, including rural transportation and communication problems.

Director
CULTURAL EXCHANGE
Hillsville, Virginia

154

PURPOSES:

Mobile cultural exchange services have been planned to bring enrichment and basic educational materials into all sections of a rural county area. Emphasis is placed on improving the cultural level of the children by improving the cultural level of the community especially through contacts with the home.

PROJECT ACTIVITIES:

An attempt has been made to reach all preschoolers, students, dropouts and adults by taking culturally and educationally related materials to them by several means: (1) bringing mobile units to the homes and to such natural community centers as stores and places of business, (2) strengthening libraries, particularly at the elementary level, and (3) strengthening teacher concepts of library and cultural development through inservice training. A concentrated effort is being made to make available many outside resources, including art mobiles, literary and music productions, books, films, film strips, art reproductions, and other media which interests people at all levels of maturity and development. Teachers and other professional personnel are involved in planning and formulating the program, in coordination with local subcultural groups. Planning activities include reviewing the literature and visiting similar programs, surveying and studying area needs, and making recommendations on materials, equipment, personnel, program plans, and operation.

Director, Western States Small Schools Project
CAREER SELECTION AGENTS PROGRAM
Department of Educational Psychology
New Mexico State University
Las Cruces, New Mexico

155

PURPOSES:

To provide students in a rural school setting knowledge about themselves and their opportunities in the various fields of work.

PROJECT ACTIVITIES:

The design of this experimental effort called for providing two small rural schools with a vocational guidance program. Since the schools selected were so isolated with respect to any large city which could provide some occupational and vocational opportunities for the students, it was necessary to provide field trips and speakers for the students.

Career Selection Work-a-Group guidance sessions were held weekly for a regular class period, and covered such areas as the self-concept, the world of work, career choice, study habits, use of the Occupational Exploration Kit, interests, and testing. Field trips were taken to Alamogordo for College Day and Career Day and visits with the Employment Security Commission Offices. Trips were also provided to El Paso, Holloman Air Force Base, and the Sunspot Observatory. A number of student referrals have been made to specialists such as speech therapists, vocational rehabilitation personnel, psychologists, etc.

Director
SPACE RELATED SCIENCE PROJECT
746 Myrtle Road
Charleston, West Virginia 25314

156

PURPOSES:

To relate Aerospace technology to the curriculum and utilization of resources immediately available to students in an urban/rural area.

PROJECT ACTIVITIES:

Development of elementary and secondary materials by a curriculum writing team in cooperation with the staff of a nearby planetarium, along with visits to the planetarium and enrichment units in other subject areas than science for use in the planetarium are among the activities. The integration of science with other disciplines is stressed. Public programs are scheduled during nonschool hours. Science exhibits in the adjoining childrens' museum are continuously reviewed and upgraded. Programed guidance to participating teachers is provided by space-related scientists. Workshops are conducted to broaden the teachers' knowledge in subject matter areas, as well as to develop their teaching skills in inquiry training. The mobile learning center has been provided to increase the availability of resource materials and equipment to students and teachers.

Director
NINTH DISTRICT EDUCATIONAL SERVICES CENTER
Winder, Georgia

157

PURPOSES:

A multipurpose center has been established and operated to provide educational leadership and services to twenty-nine small school systems in a predominantly rural area.

PROJECT ACTIVITIES:

Leadership is provided in curriculum and instruction, pupil personnel services, and school business services. Curriculum specialists are employed in the areas of school subjects, kindergarten education, reading, adult education, exceptional children, and independent study. Test projects in high school reorganization and cultural enrichment were undertaken. An educational media center has been developed to provide a variety of consultive, media loan and repair, and centralized processing services. Student personnel services involve leadership in elementary and high school counseling, school social work, group testing, and school health. The services of a psychological clinic is provided. School business services involve leadership and services for district-wide personnel recruitment, purchasing, data processing, and the maintenance and operation of buildings and grounds, district-wide task forces of school personnel work with center staff to plan and follow through with each leadership and service program. Independent evaluation and dissemination units provide management feedback and control.

Director
LEARNING THROUGH INSERVICE EDUCATION
Marquette, Michigan

158

PURPOSES:

Teachers in an isolated rural area receive inservice training in the use of new instructional materials and media. The existing instructional materials center has been expanded to make more materials available to teachers.

PROJECT ACTIVITIES:

Using a sociometric survey, an advisory board identifies innovators and early adopters within all school systems. Teachers so identified are designated as change agents and invited to seminar-workshop sessions at a nearby university. After training, the teachers return to their home districts and conduct workshops in the systematic use of instructional media. In addition, the change agents serve in a planning capacity regarding additional facilities, materials, and training which can be provided to teachers. A long-range master plan for continued development of the instructional materials center has been designed. Four mobile units provide teachers with easy access to a complete supply of instructional materials. The units are staffed by a learning resources coordinator to assist teachers in proper selection of materials.

Director
COOPERATIVE CURRICULUM AND LIBRARY SERVICES
St. Elizabeth, Missouri

159

PURPOSES:

Curriculum change and coordination of library resources has been initiated for school systems in a rural three-county area.

PROJECT ACTIVITIES:

Secondary and elementary curriculum specialists are employed to work with local teacher committees in the study and evaluation of curriculum content and materials in each area school. In each local educational agency, priority is given to those curriculum areas which exhibit evidence of being most in need of change or revision. Recommendations are made to the local educational agencies and to the project areas as a whole. Prototype projects are conducted in specific curriculum areas when feasible. Concurrently, a supervising librarian is employed to work with all libraries in the local educational agencies, developing a uniform library system and a method of determining immediate availability of any needed library material to the entire project area. Area libraries are combined into one large library resource center, linked to regional and state libraries, so limited resources will not hamper curriculum development. A direct radio communications network has been established to link the area libraries, ensuring immediate accessibility and transfer of necessary materials. The communications network also serves as a link between curriculum development personnel and local agencies at any time.

Director
ROBESON COUNTY EDUCATION CENTER
Lumberton, North Carolina

160

PURPOSES:

A curriculum library has been set up to offer teachers materials for self-improvement and program development, as well as information on new methods and techniques.

PROJECT ACTIVITIES:

An educational and cultural center has been established in a rural area. A demonstration classroom permits teachers to see master teachers at work and to demonstrate new audiovisual equipment and materials. The staff of a fully equipped media center offers expert assistance to teachers in preparing their own audiovisual materials, and the facility serves as a dissemination center for educational resource materials. A planetarium has been constructed to strengthen science teaching with classes planned to fit into the course of study at various levels. A cultural center has been set up to expose students and teachers to the fine arts - music, painting, and sculpture. The program should help to raise the cultural and educational level of all communities served and to motivate disadvantaged minority group children.

161

Director
SPACE AND EARTH SCIENCE CENTER
Concord, North Carolina

PURPOSES:

A space and earth science center has been established in a rural area which is characterized by low level aspiration and a high dropout rate.

PROJECT ACTIVITIES:

The science center includes a planetarium for the teaching of astronomy and an outdoor laboratory. A new science curriculum, using an interdisciplinary approach, has been developed for grades 1-12 to correlate natural, biological, and space sciences with other subjects. The outdoor nature laboratory includes development of a pond, a swamp, nature trails through a natural softwood forest, a weather station, and an outdoor amphitheater. Two relocatable classrooms were adapted for use as a laboratory. Specimens, models, aquariums, and science displays are housed in one unit, and the other is used for audiovisual aids and as a small lecture room. Workshop sessions are developed to provide opportunities for teachers and administrators to become familiar with the facilities available and receive training in methods and techniques of using center resources. Bus service is offered to all school districts in the county. Students are employed as helpers in the planning, development, and maintenance of the center and serve as guides on weekends and during summers.

162

Director
CULTURAL AND PHYSICAL DEVELOPMENT PROGRAM
Greenburg, Louisiana

PURPOSES:

Cultural enrichment, guidance, physical fitness, and recreational programs have been developed for students and adults in an isolated rural area.

PROJECT ACTIVITIES:

Program staff, including guidance counselors and physical education teachers, acquire and analyze necessary information pertinent to each of the primary functional program components. Special teaching teams are set up for the physical education teachers and guidance counselors to work with classroom teachers within selected schools. One team is assigned to one secondary school, one team to one elementary school, three teams to three combination elementary/secondary schools, and one team to work with two or more elementary schools. The teams provide instruction for classroom teachers and develop an organizational structure and overall operational design for the program, culminating in a three-day evaluation workshop. During the operational phase, students and adults are provided such cultural activities as (1) tours of period homes, art galleries, museums, industries, science centers, libraries, and the state capitol, (2) musical presentations, including jazz concerts, gospel music, and folk singing, (3) lyceum and theater performances, (4) style shows, (5) visits to state parks and nature trails, (6) historic pilgrimages and boat trips and (7) transportation experiences on trains, planes and ships. Recreational and physical activities are organized and conducted during and after school and during the summer.

Director
MULTIMEDIA DEMONSTRATION CENTER
Brunswick, Maine 163

PURPOSES:

A demonstration center for multimedia approaches to classroom learning has been established in a rural area with a large number of military dependents.

PROJECT ACTIVITIES:

The initial project is concerned with the social studies curriculum. Emphasis is placed on (1) creating new teaching techniques, stressing discovery-inductive methods, to replace the traditional single-textbook approach in self-contained classrooms, and (2) stimulating student interest through the development of a media-oriented curriculum. Demonstration classes, combined with an expanded preservice program, have been established in cooperation with a nearby state college. All social studies teachers of grades 3-8 attend summer inservice training sessions to (1) develop staff attitudes toward a multimedia approach, (2) gain the necessary expertise in understanding the new curriculum and use of materials and equipment, and (3) receive consultant advice and clerical help so that they will have the time necessary to properly develop unit materials. The newly developed social studies units are concept-centered--for example, students study the age of exploration under the concept "Man's Search for New Lands," instead of studying each explorer individually, large group instruction, small group discussions, and individual study is implemented. Social studies teachers trained in the new methodology serve as change agents and short-term consultants throughout the state.

164

Director
EDUCATIONAL SERVICE CENTER
Salisbury, Maryland

PURPOSES:

A remedial reading center has been established in a rural area. A leadership training program has been set up to train teachers and administrators from local units as resource personnel and to develop guidelines concerning specific assistance that the local units need from the center.

PROJECT ACTIVITIES:

Demonstration lessons, using typical instructional groups, are held at the reading center, which are equipped with observation facilities. Center staff also goes into the local school system to teach model lessons upon request. A materials center has been established to house a wide variety of reading instructional materials. Students from grades 2-6 with reading disabilities are referred to the center after a school-team case study has been made on each student at his local school. Most of the referred students are able to return to their schools with an educational prescription for corrective measures. Corrective instructional materials are loaned to schools from the center. Severely retarded readers remain at the center and receive individual and small group instruction. Psychological services are offered to students with emotional and/or behavioral problems. Two psychologists and supporting social workers work with the local schools and conduct psycho-diagnostic study, counseling, and consultations as well as referrals. Teachers receive training in the handling of children with emotional problems.

165

Director
MISSOULA COUNTY RESOURCE CENTER
Missoula, Montana

PURPOSES:

A resource center has been established in a sparsely populated area. Emphasis is placed upon raising the level of academic achievement through (1) offering inservice teacher training in curriculum studies, (2) providing students with a variety of modern learning materials, (3) making personnel services available to students whose social or psychological problems interfere with learning, and (4) providing additional tools for creative teaching.

PROJECT ACTIVITIES:

Assistance and information concerning curriculum guides, research materials, and comparable professional materials are offered to all schools. Materials and equipment are delivered to outlying districts. Continuous evaluation is made of the best use of learning aids in meeting curricular needs and the effectiveness of supplementary services in meeting student needs. Specialized services are offered in the areas of special education, vocational guidance, social welfare, audiovisual media, and library services.

166

Director
PILOT STUDIES PROGRAM
Greenfield, Massachusetts

PURPOSES:

A center for regional cooperation and sharing of services has been established in a rural area.

PROJECT ACTIVITIES:

Four test projects have been implemented, (1) a study program for behavioral studies, (2) a study program for curriculum development, (3) a study program for creative arts, and (4) a study program for athletics and recreation. A transitional first grade for potential dyslexia has been established to offer training in phonics and eye-hand coordination in addition to regular studies. Two classes for emotionally disturbed children have been set up, and a team of specialists are brought directly into schools where problems exist. An orientation workshop for curriculum development has been organized and test models developed in the following areas (1) computer-assisted instruction, (2) programed instruction, (3) ungraded instruction, (4) team teaching, and (5) an educational television demonstration unit. A cooperative instructional materials production section has been established. The creative arts program includes: (1) childrens' concerts, (2) art exhibitions and classes, (3) childrens' theater, and (4) field trips to museums, art galleries, and concerts. For athletic training, existing facilities are used to offer instructional programs for camp counselors, life guards, and playground leaders. A leadership training course for students has been organized using the facilities of a local summer camp during the month of June. Clinics designed to develop skills in sports has been organized and staffed by personnel from nearby colleges.

167

Director
PANHANDLE AREA EDUCATIONAL COOPERATIVE
Marianna, Florida

PURPOSES:

To stimulate a creative approach toward solving problems.

PROJECT ACTIVITIES:

Representatives of schools in a nine-county rural area survey their educational and cultural needs. Emphasis is given to stimulating a creative approach toward solving problems and to using available resources and consultants on a cooperative basis.

168

Director
EASTERN ILLINOIS DEVELOPMENT AND SERVICE UNIT
Charleston, Illinois

PURPOSES AND PROJECT ACTIVITIES:

(1) Development and coordination of the inservice activities for all EIDSU staff and educators in the ten-county cooperative; (2) development of an environmental education center; (3) development of "miniature models" of all EIDSU activities and visual presentations of all aspects of programs developed and to be developed; (4) study of a population that is to be reached through various learning programs, identification of problems, proposal of solutions, and integrate all collected information for recommending a final solution; (5) promotion of "learning environment concept"; (6) expansion of the area cooperative film library and establishment of a program of business services to relieve teachers and administrators of clerical tasks.

Director
MID-CITIES COMMITTEE FOR SPECIAL EDUCATIONAL SERVICES
Compton, California

169

PURPOSES:

Children with such disabilities as cerebral palsy, deaf and hard of hearing, and partially sighted are children with the same needs and desires as all other children. They must be provided with the special educational services that their particular handicap requires.

PROJECT ACTIVITIES:

There are three rural education centers for the deaf and hard of hearing youngsters 3-13 years of age, a cerebral palsy center, and a sight saving center. All eight school districts support the centers with public and private funds, and children from these eight districts go to the center.

Director
EDUCATIONAL LEADERSHIP PROGRAM
Birmingham, Alabama

170

PURPOSES:

The program focuses on "inventing and implementing an effective system to create and stimulate innovative educational leadership in the state." The primary resource agency is the Alabama Association of School Administrators.

PROJECT ACTIVITIES:

(1) To provide and exercise leadership in identifying,attacking, and treating the educational problems common to the State of Alabama and, (2) to improve educational leadership in each school system based upon a broad perspective of the varied functions of leadership.

171

Director
GUIDANCE AND COUNSELING SERVICES
Sumner, Nebraska

PURPOSES:

Itinerant counselors bring guidance services to elementary students in an isolated rural area.

PROJECT ACTIVITIES:

The needs of typical children who are emotionally disturbed, mentally retarded, or physically handicapped are identified and studied. A screening and referral procedure has been established for the three-county area. Referrals requesting the services of a school psychologist or a psychiatrist emanate from counselors, teachers, and/or adminstrators and are routed through the project director to the proper specialist. The school psychologist then pursues each case in a manner appropriate to the problem. The cooperation of referral agencies offering assistance in psychological and psychiatric, health and welfare, consultive, and supportive services is solicited. An in-service and preservice program to train elementary guidance counselors for program participation has been initiated in cooperation with a nearby university. Extensive cooperation with the MCREL laboratory has been planned. The project director identifies the location of student loads and the most efficient assignment of guidance personnel. Guidance personnel work through the county superintendent in rural schools and the administrative offices in the town schools.

172

Director
INDIVIDUALIZATION OF INSTRUCTION
Plaistow, New Hampshire

PURPOSES:

New patterns of staffing, scheduling, and organization have been introduced to individualize instruction and facilitate educational change in rural residential areas.

PROJECT ACTIVITIES:

The schools pattern their organization and activities on the student needs, making effective use of current knowledge of learning processes and hardware to provide an abundance and variety of learning experiences. Master teachers serve as conceptualizers and curriculum planners for the district and as clinical professors at a nearby university to provide a strong school-university link for development and implementation. Within the district, implementation is assisted and supported by student resource centers, open laboratories, coordinators at the elementary and secondary levels, paraprofessional help, consultant assistance, and a continuing inservice growth program for the professional staff. Varied learning experiences, keyed to individual needs, interests, and abilities have been introduced. Professional and nonprofessional staffing patterns have been developed to accommodate student variability. Results are evaluated by (1) assessing the nature and frequency of use of elementary and secondary individual study spaces, (2) attitudinal inventories and interest questionaires, (3) student growth, (4) teacher and student opinions, and (5) community feedback.

Director
PROJECT SPOTLIGHT
Salem, New Jersey

173

PURPOSES:

A permanent council for the arts and humanities has been established in a five-county rural/coastal area.

PROJECT ACTIVITIES:

Professional artists, representing a cross section of the performing arts, perform in the auditoriums of all area high schools. During the course of a year, students attend an opera performance, a solo recital, a chamber music concert, a dance program, and a drama program. Appropriate reinforcing curriculum materials have been developed. In addition to school activities, ten-percent of the student body is transported to a metropolitan center to visit a philharmonic hall, an opera, a ballet performance, and a museum of the performing arts. Approximately twenty-five percent of the faculty participate in full-day trips to metropolitan performing arts centers. These trips are in the nature of inservice workshops. Designed to encourage faculty growth in aesthetic appreciation. The role of the school libraries as learning materials centers are emphasized, and all librarians and audiovisual specialists attend a workshop in the metropolitan public library. The community as a whole experiences a sharpening artistic perception. The council strives to continually widen its horizons and expand its services. Future planning includes the formation of such organizations as a local Shakespeare festival.

174

Director
ELEMENTARY SCHOOL GUIDANCE
Monroe, Washington

PURPOSES:

An intensive child study program will be planned, presenting a new concept of individual guidance and instruction. It will involve the students, teacher, administrator, guidance consultant, health and child development specialist, parents, and community agencies, all working together to help the child reach his fullest potential.

PROJECT ACTIVITIES:

The program seeks to provide comprehensive guidance services for the small school district. Emphasis is placed on recognizing, at an early grade level, a child's specific talents and his intellectual, emotional, social, and physical strengths and weaknesses. Further emphasis is given to preventing conditions which interfere with learning and using available resources to meet the needs of children early in their formal education. Guidance consultants will be trained to provide services to elementary students and teachers. Involvement of parents in the guidance program will be encouraged.

175

Director
PLANNING CURRICULUM WITH CULTURAL ENRICHMENT
Mansfield, Pennsylvania

PURPOSES:

The action-research method is employed to plan curriculum development and cultural enrichment for schools in an isolated rural area.

PROJECT ACTIVITIES:

Needs are assessed and curriculums developed and tested for one year by two master teachers at each grade level, K-12, in scattered school districts. Two control groups have been established at each grade level for evaluation purposes. Project staff and the twenty-six master teachers, in coordination with school and community leaders, have developed a guide for an experience-centered, culturally enriched social studies curriculum. Special materials, personnel, and resources are selected to supplement the curriculum. During a one-month summer workshop the twenty-six teachers, project staff, consultants, and local administrators work together to complete the curriculum guide, adapt materials, organize enrichment activities, and plan instructional techniques to be used during the school year. Following the school year testing, project staff, school personnel, and community resource personnel evaluate and revise the curriculum. Inservice teacher training is conducted by project staff and the master teachers, following which local schools assume responsibility for continuation of the enriched social studies curriculum. Provision is made for continuous planning in other curriculum areas.

Director
PLANNING FOR INNOVATION IN SOUTH CAROLINA
Spartanburg, South Carolina

176

PURPOSES:

Regional planning for educational change has been initiated in a predominantly rural six-county area.

PROJECT ACTIVITIES:

Emphasis is placed on the application of ideas and research findings gathered on a nationwide basis to area schools. New approaches are sought and tested through experimental programs and through the interchange of ideas. The planning team is responsible for (1) assessment of specific needs and resources, (2) design, implementation, and validation of new instructional systems, and (3) such supportive services as consultant assistance and guidance to local districts and the correlation of all proposed district and regional activities. Regional team activities have been coordinated with those of similar teams in the other five state regions, with educational laboratories, and with the State Department of Education. Region-wide studies are conducted by means of conferences, interviews, surveys, visitations, and questionaires. Consideration is given to inservice training, educational TV, data processing, psychoeducational and guidance clinics, art centers, year-round use of school facilities, use of community resources, and other areas. A series of interrelated projects are being developed to phase into a regional special services center, at which time the planning team will be absorbed into the operational program of the center.

177

Director
REGIONAL DEMONSTRATION CENTER
St. Johnsbury, Vermont

PURPOSES:

A demonstration center has been established in a sparsely populated rural area.

PROJECT ACTIVITIES:

The center presents new solutions to the problems of (1) developing beginning teachers' potential, (2) prompt implementing of researched curriculum innovation, and (3) interacting effectively with teacher preparation institutions in curriculum development. The primary aim of the project is a new social studies curriculum focused on the development of cognitive skills in each student. Redefinition of staff roles are required to (1) involve the observing teaching staff in active demonstration experimental activity through double teacher assignment to the demonstration classroom, and (3) involve observing teachers in the development of suggested learning experiences in the curriculum project for immediate trail and revision in their respective classrooms. The staff of a nearby teachers college has been offered sequential observation opportunities at the center, so that curriculum development can be included in education courses.

178

Director
EXPERIENCES IN DRAMATIC ARTS
Walla Walla, Washington

PURPOSES:

Experiences in the performing arts is instituted to bring cultural enrichment to students in an isolated, sparsely populated three-county area.

PROJECT ACTIVITIES:

Plays especially selected for various age levels is presented by a resident professional company organized for the specific purpose of working with schools and students. In addition, excerpts, reading, and other media designed to aid classroom instruction in drama, literature, and social studies is furnished and inservice workshops are available to students and teachers. One full-length play is directed toward the attention of junior high, high school, and adult audiences. Consideration has been given to Shakespeare, Moliere, and Brecht. A children's play has been selected for grades 1-3 and 4-6, and involves audience participation during the presentation.

A half-day or full-day workshop has been planned for all grade levels, with organized classes of no more than twenty students in pantomime, dance, acting, and stage production techniques. Classroom lectures are given by members of the resident company on such subjects as the actor, the play, and the nature of comedy. A four-week performance period has been arranged in six selected school districts. The effectiveness of the experiences are analyzed as a basis for planning a continuing program of cultural enrichment and a design for the use of live drama as a medium of instruction.

Director
INSTRUCTIONAL MEDIA CENTER
Kennett, Missouri

179

PURPOSES:

Establish an instructional media center.

PROJECT ACTIVITIES:

A depository for films, filmstrips, tape and disc recordings, transparencies, pictures, models and other audiovisual media. Materials deposited in the central depository and circulated to schools in film-mobile on every-other-day basis. Workshops on use of audiovisual equipment.

Director
CHILD DEVELOPMENT CENTER
Dexter, Missouri

180

PURPOSES:

Provide special diagnostic and corrective services for children with disabilities that interfere with normal educational progress.

PROJECT ACTIVITIES:

Intensive training for teachers. Consultative services of physicians, psychologists, and psychiatrists. Field staff of speech therapists, psychometrists, reading specialists, social workers and guidance counselors.

Director 181
BICULTURAL OZARK UPLANDS HUMANITIES PROJECT
Eminence, Missouri

PURPOSES:

Project built on assumption that there are educational problems manifested as a direct result of the "inbred Ozarkian culture" being invaded by metropolitan influences.

PROJECT ACTIVITIES:

The center serves as a base for planning, developing, and implementing a series of programs to help school districts. The Center offers consultative and supervisory help in curriculum construction and improvement in areas of language arts, music, art, and humanities.

Director 182
TENCO REGIONAL SCHOOL LIBRARY MATERIALS CENTER
Lebanon, Missouri

PURPOSES:

Provide library materials center.

PROJECT ACTIVITIES:

Provides film, filmstrips, tape and disc recordings, transparencies to schools in ten counties. Maintains a library of publications. Mobile distribution of materials once each week. Mobile preview and workshop laboratories.

Director 183
COOPERATIVE TELEWRITER EDUCATIONAL SYSTEM
Purdy, Missouri

PURPOSES:

Connect participating schools via telewriter communication system.

PROJECT ACTIVITIES:

Courses of instruction via telewriter, originating in the center is provided for pupils, teaching staff and adults of community.

184

Director
TEACHER EDUCATION THROUGH SCIENCE
Tarkio, Missouri

PURPOSES:

Pupose is to improve teacher attitudes toward the teaching of science.

PROJECT ACTIVITIES:

Provides intensive and continuous inservice programs to bring teachers of participating school districts up to date on teaching of science.

185

Director
EXPERIMENTATION IN READING
West Plains, Missouri

PURPOSES:

Research and evaluate approaches to reading such as Programmed Reading, Initial Teaching Alphabet, Color Reading, Multi-Level Reading, Tachometer Process and Phased Reading.

PROJECT ACTIVITIES:

Provides for visitation by local teachers to sites which have reported success in the use of various techniques. Consultants are brought in to assist teachers in attacking local problems.

186

Director
SOUTHWEST MISSOURI EDUCATIONAL IMPROVEMENT CENTER
Webb City, Missouri

PURPOSES:

Establish model learning centers in the area.

PROJECT ACTIVITIES:

Makes curriculum and subject matter specialists in reading, language arts, and mathematics available to local schools. Provides workshops and inservice programs.

Director
VOCATIONAL TECHNICAL EDUCATION
1515 West 6th Street
Stillwater, Oklahoma 74074

187

PURPOSES:

The establishment of an area vocational-technical school has as its purpose economic development. The center will offer quality vocational and technical programs for the benefit of all students--especially those who have left or finished high school, persons having academic, socioeconomic handicaps, and those presently employed but who need training or retraining to maintain employment stability.

PROJECT ACTIVITIES:

Activities include training in appliance repair, auto body repair, auto mechanics, business and office education, carpentry, chemical technology, air conditioning, practical nursing, welding, dental and medical assistants, offset printing, photography, commercial art, horticulture, and machine shop. Each of these courses may not be available at Stillwater presently, but each is being offered at one or more of the existing area schools in Oklahoma.

Director
DUO-SPECIALIST PROJECT
University of Arizona
Tucson, Arizona 85721

188

PURPOSES:

To help provide educational specialists in guidance, reading, special education and library for small schools on a continuing permanent basis.

PROJECT ACTIVITIES:

Trainee enrolls in the University of Arizona for specialization in two of the four areas mentioned above. An intern takes the trainee's place during the trainee's year at the University of Arizona.

Director
MOBILE VOCATIONAL GUIDANCE CENTER
Harlem, Montana

189

PURPOSES:

A center has been established to diagnose learning difficulties among children in a sparsely-populated rural area.

PROJECT ACTIVITIES:

A mobile team, composed of an educational coordinator, clinical psychologist, school social worker, remediation specialist, and research coordinator provide identification, evaluation, and treatment to referred students. Therapy is provided for students with emotional and social disturbances which are hindering learning. Remedial programs have been developed. Special education programs for mentally retarded children will also be established. The social worker works with children (and personnel affecting them) to develop better relations and encourages cooperation among local agencies, such as police, welfare, and health groups. Inservice training is provided to teachers of special education and remedial classes. The mobile unit periodically visits all secondary schools in the area providing students with vocational and occupational information and guidance.

Director
BIG HORN BASIN CHILDREN'S CENTER
Thermopolis, Wyoming

190

PURPOSES:

To provide a facility for training handicapped youngsters and offer special education programs in a five-county area of Wyoming.

PROJECT ACTIVITIES:

A central facility has been purchased and equipped. Staffed with a special education teacher and two teacher aides, plans call for development of interagency relations and area as well as state-wide planning. One function is to assist local schools in identifying handicapped or emotionally disturbed youth.

191

Director
PUGET SOUND ARTS AND SCIENCES PROGRAM
815 Fourth Avenue North
Seattle, Washington 98109

PURPOSES:

To take advantage of cultural and scientific facilities available on the site of the Seattle Center--location of the 1960 World's Fair.

PROJECT ACTIVITIES:

Performances by professional thespians are presented to students in 31 school districts. Opera and symphonic concerts are made available to enrich the student's appreciation of the arts. Science labs have been furnished each school and inservice training for teachers and administrators to enable them to take full advantage of the Center's facilities are also components of the project.

192

Director
CORPS FOR TIM
Room 328, Courthouse
Everett, Washington 98201

PURPOSES:

The purpose of CORPS FOR TIM (Coordination of Resource Personnel Services for Total Impact Movement) has been to facilitate the coordinative efforts between local school districts and many community resource personnel services in order to maximize the effectiveness of these services for the education of children.

PROJECT ACTIVITIES:

The project has related education to the vocational interests of the students--half of whom were not "college bound." The program has been designed to prepare students for beginning jobs in the employment market by a series of coordinated activities between schools and community resources. The program assists students in securing summer employment and part-time steady work. Potential and actual dropouts and their parents are contacted through the services of 31 counselors. Occupationally oriented courses in reading, writing, speaking, history, government, geography and mathematics are related directly to the entry level job requirements in skills, attitudes, responsibilities and social competence.

193

Director
FOUR COUNTY ITINERATE SERVICE FOR HANDICAPPED PUPILS
Office of County Superintendent of Schools
Walla Walla, Washington

PURPOSES:

To take care of unmet needs of handicapped pupils through the establishment of four district centers.

PROJECT ACTIVITIES:

Speech therapists and psychological services are provided for a four-county area. Interns are being trained especially for working in rural areas and teachers are receiving skill development for working with the severely handicapped.

194

Director
FOUR COUNTY INSTRUCTIONAL MATERIALS CENTER
Office of County Superintendent of Schools
Walla Walla, Washington

PURPOSES:

To provide high quality instructional tools and services at a reasonable cost to schools in a four-county area. In operation since 1958.

PROJECT ACTIVITIES:

The four-county I.M.C. is a cooperative composed of some 14 school districts in Southeastern Washington. The center provides inservice training for teachers in the use of A-V materials, helps teachers secure films, prepare A-V materials, and provides leadership in the use of A-V services.

195

Director
PROJECT ART START
Hood River County School District #1
P. O. Box 418
Hood River, Oregon 97301

PURPOSES:

Project Art Start is a bistate, four-county art program which has been developed to help prepare teachers so they are better able to teach art, and to increase the art experience of elementary and secondary students of the area.

PROJECT ACTIVITIES:

Art Start is providing inservice training for teachers, summer art programs for talented youth, and taking rural students to metropolitan art centers. In addition, they transport art reproductions to the schools for better understanding of techniques and methods.

196

Director
SATELLITE HIGH SCHOOL PROGRAM
Bristol Bay Borough School District
Naknek, Alaska 99633

PURPOSES:

To provide an experimental high school for rural students who in the past have been denied the privilege of a high school education, unless they attend boarding schools. The program is designed to alleviate cultural, emotional and financial problems encountered by many students that attend boarding schools.

PROJECT ACTIVITIES:

Teachers are flown to remote school sites to provide instruction in those courses usually considered basic in a secondary school. A teacher aide is employed at the site to provide continuity with an English teacher arriving on Monday for all English instruction, a Math teacher on Tuesday, etc.

197

Director
SHARED SERVICES
Klawock Public Schools
Klawock, Alaska 99925

PURPOSES:

To make better use of existing facilities and reduce the unnecessary burden of providing duplicate services to two smaller districts.

PROJECT ACTIVITIES:

Educational facilities are shared by two cities in Alaska. Klawock high school students attend school in Craig while the Craig kindergarten students attend school in Klawock. Transportation and audiovisual equipment are shared.

Director
MESDEC/NEEDS
New England School Development Council
220 Alewife Brook Parkway
Cambridge, Massachusetts 02138

198

PURPOSES:

A cooperative effort to provide administrators of local school systems through use of the computer with the better information about the operation of their schools.

PROJECT ACTIVITIES:

The computer is used in evaluating curriculum materials, conducting surveys, analyzing pupil personnel data, scheduling, test scoring, grade reporting, school planning, and facilitating the process of data collection.

A system is being developed that will permit students and adults communicating with the computer over telephone lines to obtain information on education and career opportunities. Consultants are also available to local schools.

Director
THE WHITEFISH PROJECT
Whitefish, Montana

199

PURPOSES:

To help the instructional staff of the schools recognize important individual differences of children, and to search for appropriate methods to recognize and develop these differences.

PROJECT ACTIVITIES:

A four-week workshop on "The Development of Creativity and Its Innovations" has been conducted for teachers from eight school districts. This workshop was oriented to the problems of the disadvantaged child.

Director
PROJECT PRIDE
Milford Central School
Milford, New York 13807

200

PURPOSES:

Purposes are to collect information, evaluate the information, coordinate educational efforts among the various educational and cultural agencies in the region and disseminate new ideas, and work toward the elimination of duplicate services within the region.

PROJECT ACTIVITES:

Project activities include provision of coordinative and evaluative services for innovative programs; identification of priority needs within the target area; and the establishment of pilot activities in local schools. School/community workshops oriented toward leadership development and interaction have been instituted.

Director
SNAKE RIVER CENTER FOR THE IMPROVEMENT OF INSTRUCTION
2630 North Yellowstone Highway
Idaho Falls, Idaho

201

PURPOSES:

The purpose is to raise educational standards through a regional staff of specialized consultants.

PROJECT ACTIVITIES:

The project is encouraging imaginative teaching, broadening the concept of the function of the school and updating procedures by providing specialized consultants in Reading, English, Social Studies, Mathematics, Science, Guidance, Graphic Arts, and Library techniques. Other projects under the direction of the Snake River Center include (1) computerized listing of resource personnel, (2) Weber Team Teaching Institute, (3) graphics workshop, (4) publication of Snake River Centerline, (5) and a workshop series with parochial schools.

Director
DARTMOUTH-LAKE SUNAPEE CENTER
c/o Superintendent of Schools
Hanover, New Hampshire 03755

202

PURPOSES:

To implement a center for regional innovation to demonstrate how a large number of schools in different Supervisory Unions in New Hampshire can cooperatively initiate and develop innovative programs which utilize available human and material resources to meet specific educational needs without duplication and at minimum costs.

PROJECT ACTIVITIES:

The Center has been developed with four components, each representing a different type of regional innovation. A Home Visitor Program aimed at utilizing nonprofessional personnel in conjunction with psychiatrists and school officials deals with especially difficult cases of emotionally disturbed children. An Elementary Science Project has implemented new science materials. A Social Studies Program for grades K-16 coordinates curriculum assessment and reform in one subject area involving personnel from all colleges and schools in the region. A Museum Operative Venture in Education is a program designed to make accessible to schools artifacts and specimens from an established institution through exhibits and providing tours and talks at the Museum itself.

Director
PROJECT BAM
Lane County Board of Education
748 Pearl Street
Eugene, Oregon 97401

203

PURPOSES:

The main purpose of this project is to provide needed guidance, counseling, and health services for deprived children of three Oregon school districts.

PROJECT ACTIVITIES:

Counselors and three health nurses operating out of the Lane County Intermediate District conduct hearing and eye tests, note deficiencies in nutrition and attire, and followup activities through home visits, parent conferences, and referrals to other agencies.

Director
INSTRUCTIONAL MEDIA CENTER
Box 38
Pendleton, Oregon 97801

204

PURPOSES:

Purposes are to provide (1) a loan library of instructional media; (2) a graphic production center for unique teaching materials; (3) a repair and maintenance service for the repair and maintenance of in-school classroom and building electronic teaching equipment; (4) a closed circuit television distribution system covering the schools in the two counties and (5) a cooperative purchasing program providing evaluation and purchase of teaching equipment related to instructional media programs for the schools.

PROJECT ACTIVITIES:

The loan library provides 16mm films, teaching models, film strips, tapes, records, transparencies, art prints, special teaching charts, and standby loan of audiovisual equipment. The graphic production center provided the schools with transparency production and audiotape production. The repair and maintenance service provides the schools with two full-time electronic technicians doing repair work on all audiovisual equipment sent to the Center by the schools. These persons are available to all of the schools for consultant services and development of new media facilities in new or additional classroom buildings. A closed circuit television system has been installed. This system redistributes state network available television programming which has been microwaved to the area.

Director
SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT
Clark County School District
Las Vegas, Nevada

205

PURPOSES:

The purpose is the creation and maintenance of a learners environment designed to provide educational and social learning experiences which will enhance the efforts of the regular classroom activity. The program is aimed primarily at the disadvantaged student.

PROJECT ACTIVITIES:

Project provides inservice for teachers in remedial reading, pupil evaluation, selective staff recruitment, and pupil identification.

206

Director
COWLITZ-WAHKIAKUM INSERVICE TRAINING CENTER
Courthouse Annex
Kelso, Washington 98626

PURPOSES:

The purposes of the center are to help teachers and administrators update and improve teaching strategies, curriculum, and organization.

PROJECT ACTIVITIES:

An inservice training center has been established to assist all the teachers in all the districts throughout two counties. A variety of programs designed to meet staff members' varying levels of sophistication has been provided. Consultants from outside and within the area are on hand to help teachers understand the effects of their behavior on their pupils' behavior and to interpret feedback under the direction of trained leaders.

207

Director
MONADNOCK CHILDRENS CENTER
310 Marlboro Street
Keene, New Hampshire 03431

PURPOSES:

To provide services which the individual school systems could not provide or receive on a limited basis only. Among these services are psychological, social worker, speech therapy, and consultive services in neurology, pediatrics, psychology and psychiatry.

PROJECT ACTIVITIES:

Project activities include remedial support to the schools, special resource material, demonstration teaching programs, speech therapy and language therapy to children, followup programs to utilize the results of diagnostic evaluations, and conferences with school staffs at the center. Special summer opportunities to benefit and help prepare some children receive a more stable start in the school in September, along with a Words-In-Color program at the high school level are made available.

Director 208
PROJECT ARISE
78 Main Street
Lancaster, New Hampshire 03584

PURPOSES:

The purpose of the project is to introduce the arts and humanities to children in seven School Unions plus all the private schools in the northern half of New Hampshire.

PROJECT ACTIVITIES:

Centralized workshops are conducted for students and teachers, and a central arts library has been established. Guest artists are presented on tour from metropolitan areas and mobile vans transport museum artifacts and works of art.

Director 209
CREATIVE EDUCATIONAL LEADERSHIP
County-City Building
930 Tacoma Avenue
Tacoma, Washington 98401

PURPOSES:

Major emphasis is on curriculum development, inservice education and pupil personnel services.

PROJECT ACTIVITIES:

An intensive course for junior high school teachers in teaching the Earth Science course, extended study of the health education curriculum, orientation of beginning teachers, training in the use of instructional materials, training for elementary counselors, liaison between pupil personnel specialists and classroom teachers, and an artmobile operating throughout Pierce County are activities of this program.

Director 210
LEADERSHIP INSTRUCTION AND INQUIRY DEVELOPMENT PROJECT
County Courthouse
Port Angeles, Washington 98362

PURPOSES:

The project is designed to set in motion an instructional program capable of increasing the teachers capacity for getting students to think and to inquire.

PROJECT ACTIVITIES:

Inservice training, in conjunction with Northwest Regional Educational Laboratory, Portland, Oregon, is provided for teachers. Teachers use videotapes to view themselves in action and develop leadership potential for the training and supervision of other trainees. Outdoor education, cultural enrichment, experimental curricula, and a graphic arts facility are components.

Director
COOPERATIVE AREOSPACE EDUCATION PROJECT
14305 308th Street
Federal Way, Washington 98002

211

PURPOSES:

To explore ways of integrating aerospace perspectives into established curriculum at all levels. One of the major objectives is to create new interest and enthusiasm for learning.

PROJECT ACTIVITIES:

The program includes the study of the impact of the areospace industry on the social, economic, cultural, political, and psychological behavior of the community. Interdisciplinary in its approach, the study of history, geography, weather, navigation, chart reading, communication, radio operation, meteorology, geology, math, flight training, rocket construction, and weather observation are among the courses receiving stimulus through "actually flying students over the State of Washington."

Director
PERFORMING ARTS PROGRAM
County Courthouse
Spokane, Washington 99201

212

PURPOSES:

To provide performing arts experiences for students in a remote seven-county region in northeastern Washington.

PROJECT ACTIVITIES:

Theater and ballet troupes travel throughout the area and children are transported to Spokane for symphony concerts.

Director
EDUCATIONAL RESOURCES CENTER
South 6th Street
Griffin, Georgia 30223 213

PURPOSES:

To provide curriculum development and cultural enrichment not possible through independent action of rural school systems in seven counties.

PROJECT ACTIVITIES:

Project activities include a humanities and fine arts program; inservice training for teachers in the use of audiovisual materials and preparation of media; and consultants help in development of team teaching approaches.

Director
UPPER MIDWEST SMALL SCHOOLS PROJECT
University of North Dakota
Grand Forks, North Dakota 58201 214

PURPOSES:

The purpose is to improve instruction in the schools of a three-county area in North Dakota through employment and utilization of a variety of techniques.

PROJECT ACTIVITIES:

Project activities include (1) supervised correspondence study, (2) multiple class instruction, (3) flexible scheduling, (4) use of technological communication, (5) employment of school aides, (6) seminars for able students, and (7) shared personnel.

Director
TENNESSEE APPALACHIA COOPERATIVE FIELD ACTIVITY
114 Clinch Avenue
Knoxville, Tennessee 37916 215

PURPOSES:

To improve education through sharing media.

PROJECT ACTIVITIES:

Districts share equipment and teachers for Driver's Education, secretarial and clerical practices, and are provided microfiche system with a reader-printer.